

School Activities

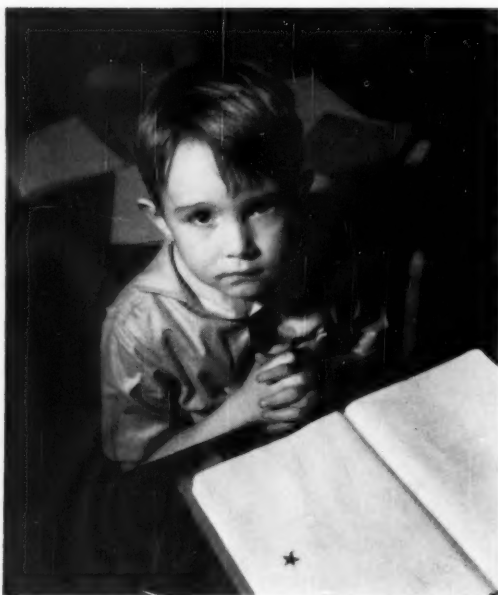


Blue Triangle Choral Group — Bloomington High School, Bloomington, Indiana



Cheerleaders — Knoxville High School, Knoxville, Illinois

Recreation



in school

Will he also receive a star for learning to have fun, to play—in preparation for living? Will he learn to get along with his fellows, develop a sense of security, grow through the democratic give and take of recreation? Will he be given the opportunity to achieve emotional stability through first-hand experiences in properly supervised play?

"In your hands lies my destiny."

If you are a school superintendent, a principal, teacher, board member, parent, club leader, civic minded citizen, you need

RECREATION

THE MAGAZINE OF THE RECREATION MOVEMENT

Articles on:

The School and Recreation

Recreation Leadership

Social Recreation

Camping — Day, Overnight, School

Creative Activities

Playground Activities and Equipment

Hobbies; Family Play

Latest Trends

Published ten times a year by

NATIONAL RECREATION ASSOCIATION 315 Fourth Avenue
New York 10, New York

\$3.00 per year

\$2.50 club rates—10 or more

\$2.70 libraries

Advisory Board

LAURENCE R. CAMPBELL

Florida State University
Tallahassee, Florida

FRED B. DIXON

John Marshall High School
Richmond, Virginia

EDGAR M. DRAPER

University of Washington
Seattle, Washington

ELBERT K. FRETWELL

Boy Scouts of America
New York, New York

HAROLD E. GIBSON

Illinois State Normal
University
Normal, Illinois

LYMAN B. GRAYBEAL

Colorado State College
Greeley, Colorado

EARL K. HILLBRAND

Washburn Municipal
University
Topeka, Kansas

L. R. KILZER

University of Wyoming
Laramie, Wyoming

VERNON C. LINGREN

University of Pittsburgh
Pittsburgh, Pennsylvania

HAROLD D. MEYER

University of N. Carolina
Chapel Hill, N. Carolina

JAMES H. MOYER

Pennsylvania State College
State College, Pennsylvania

MERLE PRUNTY

Stephens College
Columbia, Missouri

LAWRENCE A. RIGGS

Depauw University
Greencastle, Indiana

PAUL W. TERRY

University of Alabama
University, Alabama

ADOLPH UNRUH

Washington University
Saint Louis, Missouri

ELMER H. WILDS

Western Michigan College
of Education
Kalamazoo, Michigan

School Activities

HARRY C. MCKOWN, *Editor*

C. R. VAN NICE, *Managing Editor*

RALPH E. GRABER, *Assistant Editor*

VOL. XXIII, No. 5

February, 1952

CONTENTS

As the Editor Sees It	178
Evaluating the School Activity Program	179
<i>Arthur C. Hearn</i>	
The School Assembly	181
<i>Catherine H. Braun</i>	
The Journalism Adviser Walks the Tightrope	183
<i>Clyde Chester Parker</i>	
Is Your Yearbook A Dud or A Dream?	186
<i>Robert G. Andree</i>	
An Evaluation of Music Contest Festivals	187
<i>F. W. Savage</i>	
Publication of the Creative Magazine	189
<i>Dorothy Leggitt</i>	
ASSCW—Democracy at Work	191
<i>W. K. Sonneman, Jr.</i>	
Are Commencements Bunk?	194
<i>O. Herschel Folger</i>	
Extra Pay for Extra Work?	196
<i>Ellsworth Tompkins</i>	
Assembly Programs for March	199
<i>Una Lee Voigt</i>	
More Assembly Programs for March	201
<i>Carolyn Lillibridge</i>	
News Notes and Comments	203
How We Do It	205
Comedy Cues	208

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 50 cents. \$3.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879, with additional entry at Lawrence, Kansas. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



Fearing that malpractices in college sports are undermining secondary school athletics, the North Central Association's special committee recommended that 12 rules governing intercollegiate athletics be written into the Association's standards; for example, special scholarships and all other financial inducements should be prohibited; strict scholarship qualifications should be established; an athlete should be declared ineligible if he accepted any material reward for his playing.

The National Education Association has also offered recommendations for athletics reform. It holds that the wrong approach is the abolition of football; the right approach is to eliminate the money-making goal. (Johns Hopkins charges no admission to games, financing athletic programs through fees charged to all students).

A half-dozen athletic and educational associations have voted their disapproval of post-season bowl games.

These are brighter sides of a very dreary "educational" picture.

According to a recent survey by the Associated Press for the years 1936 and 1951, two-platoon and T-formation football have increased the scoring among college teams almost two touchdowns a game and reduced shut-outs almost 50 per cent. Just consider, for a moment, the great extent to which character training, physical development, mental ability, etc., etc., have been correspondingly increased — to say nothing of the greater size of the "gate." NUTS.

In the November Journal of the American Association for Health, Physical Education & Recreation, Dr. Joseph Burnett, school physician in Boston, describes a number of sensible injury-prevention football usages. Such things as cancelling games and practice in bad weather and when fields are muddy or frozen, are largely responsible for the enviable low record of Boston high school football injuries.

Concerning Branch Rickey's contention for a new high school rule which would permit the signing of baseball players while they are still in

school—although the clubs could not play or pay them until after graduation, sports writer Hugh Fullerton Jr., says, "If there is a better way of killing off high school baseball, we don't know it." CHECK!

Sending the newspaper to those pupils who will enter the high school next year represents a very simple and profitable orientation device.

Liability insurance for students (and outsiders at school affairs) varies greatly from state to state. However, in general, the legality of such insurance appears to be questioned considerably. Three new cases will illustrate.

In Montana such insurance has been ruled illegal by the attorney general on the grounds that since school districts cannot be sued for injuries arising out of their "governmental activities," school districts have no authority to expend their funds for such protection. This ruling centered around a pupil whose ankle was broken in a tumbling class, and a spectator who was injured when a stairway collapsed.

In New Jersey, local school boards have petitioned the State Department of Education to set up an insurance fund covering injuries to high school athletes.

In Washington, districts are held liable for unsafe school and grounds condition—unless the injury involves athletic, playground, or manual training equipment.

The Washington School Directors' Association (Box 748, Olympia, Wash.) publishes a book pertinent to this topic (price, one dollar). Although designed for Washington schools, much of it is applicable elsewhere.

Incidentally, here is a good topic for a master's thesis—and an article or two for *School Activities*.

It is not too early for students to begin to plan for next summer's employment. Appropriate material may be reflected in home room, assembly, club, and other meetings and programs, in exhibits and in the school newspaper, and on the bulletin board.

An efficient and interesting activities program should increase improvement in scholarship and school attendance, promote student interest and participation, and decrease asocial behavior.

Evaluating the School Activity Program

IF OUR SCHOOLS are to become increasingly effective in meeting the needs of boys and girls, educational programs must be continually appraised in the light of sound principles and objectives. This is particularly true in the field of school activities, where problems involving such matters as finance, time, supervision, public relations, tradition, and vested interests are especially acute.

The purpose of this article is to suggest three specific techniques which may be utilized in the evaluation of school activity programs. The use of any one of these devices should prove helpful, and certainly is to be preferred to the haphazard guesswork that characterizes much educational appraisal today; however, a more accurate picture of any program is more likely to be achieved through the utilization of several different criteria.

1. The Check List.

The best known and most widely used evaluative instrument employing the check list is that prepared by the Co-operative Study of Secondary School Standards¹. This instrument is the result of the collaboration of several national professional groups during the past two decades. It includes evaluative criteria, based upon educational objectives, for the appraisal of the entire secondary school program. One section is devoted to pupil activities. This section may be used alone, or as a part of a broader evaluation.

Schools employing these criteria are urged to base their evaluation upon the *expressed* purposes and objectives of the particular institution. The importance of a school's written statement of both general and specific objectives cannot be overestimated. It constitutes an essential criterion against which every aspect of the school's program should be appraised.

The instrument under consideration includes specific instructions for its use. Schools, if they so desire, may translate their findings into scores which provide for comparisons with national norms. Suggestions are made for the utilization

ARTHUR C. HEARN
Associate Professor of Education
University of Oregon
Eugene, Oregon

of consultants from outside the school system. This, again, is an optional provision; the predominant emphasis is upon the school's self-appraisal by its own staff. Specific aspects of the activity program for which criteria have been developed include general nature and organization, pupil participation in school government, home rooms, assemblies, publications, music, drama, speech, social activities, physical education, school clubs, and finance.

2. The Opinion Poll.

A second approach to appraisal is through the opinion poll. The use of this technique is based upon two premises: first, that the effectiveness of any program is conditioned by the attitudes of all persons who are concerned—in the case of school activities, the pupils, faculty, parents, and community would be included; and, second, that some *systematic* effort to appraise these attitudes is necessary if conclusions are to be reliable and valid.

Techniques and materials designed to obviate guesswork in this type of evaluation have been developed and applied successfully in public school situations. Some of the most useful are described by Hand¹. In pointing out the necessity of this kind of approach, Hand states: "Principally, there are three very serious limitations inherent in personal observations or other unsystematic methods of appraisal. These are (1) the influence of unrepresentative observations, (2) the reluctance of people to be frankly critical, and (3) the influence of the observer's opinions and interests²."

Questionnaires for use in opinion polls can be developed by any school faculty. Questions concerning attitudes toward the school activity program might well relate to the following, to mention some of the important aspects: scope (to

¹ Co-operative Study of Secondary School Standards, *Evaluative Criteria*. Washington, D. C.: American Council on Education, 1950.

¹ Hand, H. C., *What People Think About Their Schools*. New York: World Book Co., 1948.

² *Ibid.*, p. 26.

what extent do the school's activities evidence concern for the needs, interests, and abilities of all pupils?); qualifications for membership in school groups (are they reasonable? are they democratic?); recognition given to participants (does the school recognize all meritorious achievement and service, or must one be outstanding in athletics, for example, to merit the school's most prized award or a pat on the back in the school and community newspaper?); interference with class work (is this held to an absolute minimum, and are teachers and pupils informed well in advance concerning necessary adjustments in school routine?).

It is highly desirable that responses be unsigned. The only way in which frank statements can typically be secured is to guarantee 100 per cent anonymity to all respondents. The situation must be so arranged that nobody can find out "who said what." This safeguard must be absolute.

3. Behavioral Changes of Pupils.

Education, after all, is primarily concerned with behavior. A check list might attest to the fact that certain provisions and facilities exist in a school, at least on paper; an opinion poll might indicate that certain individuals and groups hold certain beliefs concerning the school program. Data gained through the use of these techniques are extremely useful, and when such data are positive and favorable, there is of course more likelihood of the school's having a sound program of activities than when the data are negative and unfavorable. However, it must be borne in mind that evidence based on these two criteria is not a *guarantee* that school activities are or are not educationally effective. This suggests that an attempt be made to appraise pupil behavior patterns.

Important data bearing on this problem may be found in the school records. Schools which are making concerted efforts to develop and improve their programs of school activities might expect to find evidence of the following:

a. Improvement in school attendance. "Lack of interest" is a major cause of non-attendance and of dropping out of school. A vital school activity program, in which each pupil has a worthwhile role, should greatly increase the school's holding power.

b. Improvement in scholarship. Scholarship is positively correlated with attendance and with

interest in school, and thus should improve as the program of activities improves.

c. Increased participation in school activities. The percentage of pupils engaged in activities will give an indication of the success of the program in meeting a wide range of interests, needs, and abilities. The successful program will approach and continuously strive to actually achieve one hundred per cent participation.

d. Decrease in asocial behavior. The causes of low pupil morale and excessive asocial behavior ordinarily can be traced to the school program itself. Good school activity programs can be expected to serve as an impetus to the development of high morale within the student body, and of positive citizenship and character traits in individual pupils. "Disciplinary" cases definitely should decrease as a sound and effective program of activities develops.

In the appraisal of school activity programs, the use of data concerning pupil behavioral changes has limitations, just as do the other techniques mentioned. Perhaps the most obvious is the difficulty of isolating the several variables which affect such things as school attendance, scholarship, and citizenship. Certainly factors other than the strengths and weaknesses of the activity program are influential. The shortcomings of the several approaches discussed here limit, but by no means invalidate, their usefulness. As these, and perhaps other, evaluative techniques continue to develop as an integral, continuous part of school activity programs, our schools will more nearly approach the goal of a vital and effective education for all American children and youth.

Many schools throughout the United States are now offering a new game for girls called Speed-A-Way, which is a combination of hockey, speedball, field ball, basketball, and soccer with an opportunity for players to run with the ball. Speed-A-Way is played on a hockey field with a soccer ball. The rules are very simple. At present Speed-A-Way is being played by girls on the junior high, high school, and college level. The game is now being taught on the elementary level to boys. A Speed-A-Way Guide has been published and contains eight articles, with charts, diagrams, and rules. It sells for one dollar a copy and may be purchased from the originator of the game, Marjorie S. Larsen, Edison High School, Stockton, California.—Ohio High School Athlete

The five "W's" of the school assembly should be considered and answered positively to assure satisfaction and success.

The School Assembly

THE FACULTY SPONSOR of school assemblies has no easy task assigned to him. In this day of radio, television, and movies the type of program that is well received by a student group must be a top-notch and well-done performance. Mediocrity is dangerous, it can kill the purpose and goals of the assembly idea.

Borrowing the journalist's five "W's" may we take a look at the assembly program.

"WHY" have assemblies at all? In many schools the auditorium is the civic auditorium as well, and therefore is equipped to handle almost any type of program obtainable. Such a place within the school should not lie idle, but be used often, to its fullest extent. From a financial viewpoint alone not to use it is wasteful, and students should have the privilege of using equipment installed therein.

Students too, individually or in groups, should experience planning, practicing, and executing a program that will be of value to the school as a whole. Student bodies are always interested in what fellow students can do and such programs are well received. From the performers' viewpoint, to successfully project a program to classmates is most rewarding, for the most critical audience is theirs, and to fail would be a major catastrophe. Adolescents like to perform, and with guidance and instruction may well offer the best programs of the year when viewed objectively. While not every student in a school may take part many will gain the experience. Just as some of us are destined to be followers rather than leaders, some must be audience rather than talent, but no crisis will result from this situation. The sports, pep, or musical assembly may well include many students in group presentation that could never appear as soloists or even as member of a small group, but this is not a paramount problem.

Another "WHY" of assemblies is the possibility of creating an "all school" feeling, or a "oneness" within a class, or the entire student body. The auditorium program slanted to a particular group (as vocational information for seniors, or orientation for freshmen) may build a group rapport that is highly desirable. When several high schools exist within the community

CATHERINE H. BRAUN
Vice-Principal, High School
Joliet Township High School
Joliet, Illinois

careful assembly planning can pull all together in many valuable areas of the school program.

Another purpose is to bring to the entire group some outside talent that is not obtainable locally, either on the entertainment level or the instructional level. It is inexpedient and costly to buy talent for very small groups, but well worth it if the larger group may receive the program.

This leads to the second "W" or "WHAT" shall be presented? The purpose of any assembly must be decided upon well in advance. Is it pure entertainment? Or is it well developed instruction in science, sociology, history, et cetera? Or is the program designed to exhibit student talent, and then aid and abet the student or students in planning, preparing, and giving the program? There can be some intercrossing of purpose, but usually one outstanding idea is behind the program. This should be readily discernible to the faculty adviser, and to the performer, and should get across to the audience.

Quite naturally now follows the "WHO" shall present the program decided upon? Many schools present a faculty program to the students exhibiting talent and abilities that interest and command respect of the adolescent. A varied plan can be carried out with the "classic" program one year and a "frolic" program another time. Students enjoy seeing the teacher do what he teaches, or to view the teacher's idea of students, and a faculty show for pure fun can pull the school together as a unit. This works in reverse, too, when the students "take off" the faculty, but with wise guidance, discretion and permission of faculty represented, this too, can bring forth valuable results.

Student talent is always abundant, whether it be the frolic show, the talent show, the concert, or the forum type. Each is well received by the listener. The talent assembly may bring out students who would never appear otherwise. The clever roller-skater, the dancer, the wrestlers, the

musician who belongs to no school music group, may be outstanding here.

Students readily accept the forum type program, where a school problem, community problem, or world situation is analyzed by students, remedies advanced, and a conclusion drawn. Such a program demands top student talent and faculty guidance, but can take the "Oscar" for the best assembly of the year. An audience will accept ideas from a student group that they will not readily accept from faculty or administration.

Civic groups often offer to provide school programs. The Safety Council, insurance underwriters with fire and police department co-operation, Red Cross, et cetera, donate excellent programs as part of their public relations work. This makes for good relations between school and community and should not be overlooked by the program planner. Some civic groups provide an extensive vocational program that is helpful to the high school graduate or the student planning his future educational program. Here he may contact the person representing his vocational choice in a personal interview, a contact often impossible except under a situation such as this.

The "bought assembly" or outside talent may bring to a school talent not available in the immediate locale. Using reputable agencies for buying such programs is essential and cost must be considered, especially if the faculty planner is on an assembly budget. Getting the most, and the best, for your money is important. The varied talent available and its cost may be planned over several school years so that repetition is avoided and different school departments may be represented on a cycle basis. Not all departments lend themselves to program presentation, but an astute buyer will seek out the possibilities when the agent sends material for him to consider or talks over possible programs in person. Faculty planners may discover today that careful estimate of the type of program is more essential than ever, for television has brought to the viewer programs not available heretofore. For example, the puppeteer or pantomimist once was the exception; now with TV, neither is new, and such talent is not so unusual as it once was. Reviewing the school's special talents is necessary too, for an outstanding school music department may lessen the need or desire for much purchased music talent. The lecturer must be outstanding nowadays, for new mediums bring the best to the living room as well as to the auditorium.

Rather than aiding the faculty planner these mediums almost hamper him, or at least restrict his areas of purchase, and make him more discriminating than in days gone by.

The "WHERE" for the program depends upon the school facilities and the type of program presented. Some programs are essentially auditorium bound due to sound, lighting, projectors, and the like. Others naturally take to the gymnasium where conduct is not so restricted. The sports assembly needs cheers, skits, band, and concentrated audience — so must have ample space to be successful.

The "WHEN" depends, too, upon the individual school. The day's program may provide assembly and extra-curricular time interchangeably. In other schools the shortened period, or eliminated period provides time. If the entire student body can be seated for one program the task is easier, but the larger school often needs a double run to accommodate all. This requires either a set plan for time or a staggered plan that does not interrupt the same class periods each assembly.

It is mandatory to keep within the time allotted for assemblies to the split second if the school day is met without frustration. Students and faculty work best under the well regimented schedule. Adequate class planning is possible when time schedules are met with exactness and when ample and sufficient notice is given before assembly time.

Seasonal programs may offer little trouble and a tradition may be established for certain types of programs, as the annual Christmas Musical, the Band Concert, the Memorial Day program, and the like.

Throughout the five "W's" for assemblies, adequate planning is required on the part of the faculty sponsor for a rather long period of time, in order to do a well rounded job. Program scheduling means accurate calendar notice (month and day), time notices (hour or periods), correct publicity, location (auditorium or gymnasium), and a record of past years' programs is helpful.

Censoring scripts for student programs, training performers, arranging stage properties, lights, sound, custodial service, et cetera, are all vital to the good program. This is an excellent training ground for the student and an opportunity for sound faculty counselling.

Contracts for outside talent must be complete

and accurate, for the school and the performer. Payment must be on time and according to contract. Often it is necessary to provide meals, stage equipment, dressing rooms—such necessities must be assured well in advance and checked so that nothing goes awry at program time. The school may gain or lose reputation from agencies if program management within the school is not excellent.

All in all, the faculty member in charge of school assemblies has an important and many-sided assignment. To do the job well takes thought, time, and energy. It is anything but a hit and miss affair. Co-operation from administration, faculty, students, and custodians is es-

sential and personal relations among these groups and with the sponsor must be of high caliber. However, the good assembly schedule is not impossible; there may be a "dud" now and then, but humans are entitled to an occasional error. One must keep eyes and ears open for suggestions, ideas, and criticism, for therein lie the possibilities for constantly improving the long view program. It is neither easy nor simple, but it is challenging to the person who likes to work with people, ideas and things, and who desires to do the job well and satisfactorily to self, fellow faculty members, students, and talent. Opportunities for improvement are never stalemated, but are always opening up to the alert person who can put program and school assembly together.

Here are some techniques for the untrained adviser — for the trained adviser, too.

The Journalism Adviser Walks the Tightrope

PRINCIPAL JOHNSON concludes the first high school faculty meeting of the year with a request that Miss Nettles stop in his office. She does so with some misgivings, since this is her first teaching job. She lives under tension, as do most new teachers. Mr. Johnson affably asks her to have a chair. Miss Nettles begins to relax.

The principal opens his remarks by saying, "Since we employed you last spring, certain changes have had to be made in teacher assignments. Miss Agnew, as you know, is in the English department, but we have given her additional duties in counseling. This means that we shall have to relieve her of responsibility for the student newspaper."

Miss Nettles realizes what is coming. She looks for a way out, but Mr. Johnson interrupts her thoughts by continuing, "Since you are in English, I hope that you will not mind taking over the newspaper. Your training in writing qualifies you for this type of extra-curricular activity."

Miss Nettles recounts her life, but she fails to remember any training or experience which specifically fits her to handle the problems of make-up or advertising or newswriting. She

CLYDE CHESTER PARKER
Associate Professor of Journalism
Sacramento State College
Sacramento, California

has no defense, however, against fate. She says, "I don't really believe that . . ."

Mr. Johnson smiles disarmingly and cuts her short by saying, "Now, Miss Nettles, you need not worry about this assignment. You know how to write, and you can pick up the details of newspaper sponsorship without too much trouble. Let us consider the matter settled if you do not object too much to taking over a new assignment on such short notice. I shall appreciate your help on this matter."

The teacher, unwilling to oppose the administrator's request on the first day of her first teaching job, leaves the office with uncertainty in her mind. Perhaps Miss Agnew, last year's adviser, might be of help. Miss Agnew, upon being asked by the new teacher for advice, says, "You will have no trouble with the paper. The staff members are selected, and the budget is approved. Don't worry, everything will work out." With that, Miss Agnew returned to her work.

Finding Miss Agnew's advice to be of little

help, the new journalism sponsor feels as insecure as ever. Where would she get the answers to her dilemma? Another teacher, during a conversation with Miss Nettles, suggests that she see John Murphy, a long-time publications adviser in one of the other schools. Perhaps he can be of help. Hopeful once more, Miss Nettles seeks out Mr. Murphy that evening.

Mr. Murphy expresses pleasure in attempting to help when Miss Nettles voices her concern. "I also unintentionally fell into journalism teaching as the result of my English background. It seemed to me an unpleasant assignment, but as I got into the activity I developed considerable interest along that line. Now, just what is it that worries you?"

Miss Nettles had been thinking of her problem all day, and by the time of her appointment with Mr. Murphy she had crystallized a number of questions. She replies to Mr. Murphy's question by asking, "First of all, Mr. Murphy, how can I insure that the students will produce the amount of work necessary to publish a paper three weeks from now, and every three weeks thereafter?"

"Before I can answer that, Miss Nettles," Mr. Murphy replied, "I need to know under what circumstances are you to publish the paper. Is it to be purely extra-curricular or is it part of a journalism class requirement?"

"I found out this afternoon that I will have a journalism class which meets during the last period of the day," she answered.

"That simplifies matters, then," Mr. Murphy stated, "but it adds a bit more to your work at the same time. Since you will have a definite group of students with which to deal, you more easily can be assured a continued output of effort. It means, however, that you must also prepare for and teach the subject of Journalism along with publication of the paper.

"Your efforts are twofold, running a class and putting a newspaper into print. Before I say more about that, let me return to your first question about assuring sufficient effort on the part of the staff members to meet the deadline requirements.

"We could," he adds, "discuss the lever you have over the student members of the class. Grades and assignments tend to make it possible for you to demand a certain amount of work from the students in order that they pass the course. If you are lucky, you will have several

dependable students in the group, but as a regular class you will find some who are not dependable.

"You can struggle along with the undependable ones as best you can," he continues. "I like to think of the problem from the standpoint of student attitudes. I have found during the last several years that students work in somewhat direct proportion to the responsibility which is placed upon them. If you give a student responsibility, it remains fairly certain that he will come up to expectations. Allow him some freedom of independent thought on how to do a job, and he will put interest into his efforts."

Miss Nettles interrupted by asking, "That all sounds very well, Mr. Murphy, but specifically how do I get the students to want to do a good job? Will merely giving the work to a student assure that he will come through?"

"No, perhaps I simplified the matter too much," Mr. Murphy stated. "In this kind of sponsorship, praise as a motivation is of great importance. I say this, because the publication of a newspaper under even the most favorable circumstances remains dependent upon the work attitudes of student staff members. To like the work, to feel successful in accomplishing assignments are of utmost importance.

"One thing to keep in mind," he adds, "is that you will need to publish an issue or two before the students are given any training in writing other than a touch of newswriting. That means that you must give much extra attention to editorials, feature articles, human interest items, and columns. In other words, you will spend considerable time acting in the capacity of editor and re-write artist until two or three issues have been published. After a few weeks of class, you will have had time to consider in your classwork the various types of writing which go into the newspaper. Students will begin to fulfill the several types of assignments with fair degree of success, thus relieving you of some of the burden of strict editorial supervision over assignments and editing."

Miss Nettles begins to feel somewhat encouraged, but she still feels worried about the problem of censorship. She asks, "What do I do about blue-penciling any material which I do not think should be published?"

Mr. Murphy smiles, for he has been through several years of just such a problem. He mentions that the matter of censorship is complex.

It is on this point that advisers hang most of their worries.

He answers by stating, "The journalism adviser walks a tightrope. He trods over miles of newsprint, balancing on one hand the administration and faculty and on the other student demands. To complicate matters, the parents and school board members may add their weight to one side or the other, overbalancing the carefully established path taken by the adviser."

Mr. Murphy adds the warning that, "To keep out of the paper those stories and features to which the administration and faculty object, and to allow in those things demanded by students, keeps the adviser on the alert. It is necessary that the wishes of the administration, school board, parents, and often the faculty be given full consideration. And yet student desire for freedom of expression and judgment must also be considered for the students may not produce the necessary work if their requests are chopped."

"With experience, you will develop a policy which hits a balance between conflicting demands. I would like to add that it is on the question of editorial policy that an adviser can become an asset to a school administrator. Remember that whatever happens, the administration must accept ultimate responsibility. Your powers as an adviser are delegated to you. They are not yours primarily. The sponsor who holds firm a policy which makes a publication a going concern and which at the same time stays relatively free of criticism from all possible angles is an adviser in whom an administrator feels confidence. Confidence in a teacher by his superiors contributes to a teacher's professional advancement.

"I believe that I can give a few suggestions," Mr. Murphy adds, "which may be of help to you. Perhaps I can state them as they come to mind. First of all, the adviser must clear with the administration as to what type of material is taboo. Secondly, clarify with the student staff that you must retain control over editorial policy. Full explanation of any act of suppression will help prevent serious student ill-will or resistance."

Miss Nettles gives serious attention as Mr. Murphy adds further comment on the difficult problem of adviser control over policy. He says, "Thirdly, I suggest that you give complete attention to all complaints regardless of their sources. In answering criticisms, you will have an opportunity to sell the purposes of student publications,

to win support for them, and to gain appreciation among others as to the problems involved in publication work. You can reduce wrath by absorbing verbal punishment from those who complain.

"Also," he continues, "I believe it is vital that your student staff members realize that a school paper is similar to a company's house organ publication. One basis for a paper's policy, in that light, is school promotion. Editorial policies, then, must reflect the progress of the school. And last, I suggest that you look upon your pending advisership as an opportunity to make a mark for yourself. Extra-curricular duties carried through successfully can comprise a yardstick by which advancement is possible."

Miss Nettles brightens a bit when she realizes the positive potentialities of an adviser's job. Upon leaving, though, she seeks one more assurance that she can handle the job. She asks, "You think, then, that I can do the work?"

"By all means," Mr. Murphy assures her. "Do a lot of digging into journalism textbooks, tread your way carefully at first, and take a positive viewpoint. Also define your responsibilities with the co-operation of your principal."

"Thank you for your help," the new teacher says as she leaves. Her spirits somewhat raised by Mr. Murphy's guidance, Miss Nettles begins to look forward to the opening of classwork tomorrow.

Gordon Klopff, student activities co-ordinator at the University of Wisconsin, has revised *Planning Student Activities in the High School*. It is a practical guidebook for students engaged in co-curricular activities. Specific instructions are given in how to organize, plan, and conduct meetings of various kinds. It is distributed by the Bureau of Information and Program Services of the University of Wisconsin Extension Division, Madison. The price is 25 cents.

The Denver public school system has 84,000 properly catalogued articles of dramatic and festival equipment available for stage and class-room utilization. Four custodians handle this material, repairing, replacing, laundering, cataloguing, checking, and sending it out for use. Originally started as a WPA project, it is now supported by an allotment from the school budget and a proportion of the admission fees collected at an annual play festival. Even a small school system could with profit organize a similar "library."

A yearbook that will command continued attention as well as promote public relations successfully can be produced in your school.

Is Your Yearbook A Dud or A Dream?

IN 1950, APPROXIMATELY \$10,000,000 was spent by high school students nationwide for their school yearbook. Although this amount doesn't loom large in the world of big business, it is a substantial sum that could underwrite the future welfare of our schools. For every two hundred yearbooks that are distributed, at least a thousand persons pick them up to scan through them. Is your yearbook going to catch the people's eye, or are they going to set it aside with polite amusement or disgust? Is your yearbook a dud or a dream?

The Need For Excellent Publicity

One of the reasons for the rejection of so many school bond issues, the bitterness of school controversies, the blandness with which schools and school staff members are shunted aside in community life stems from a lack of worthy (and deserved) publicity. There are members of your community who have never been inside your school. For that matter, there are members on your staff who have not taken the trouble to learn about other parts of your school plant. For these a properly planned yearbook is an eyeopener! There are many members of your community who measure the present effectiveness of the schools by what the schools did to them twenty or forty years ago; members who measure your effectiveness by what was done more recently by a less able predecessor. You can use all the tricks in the bag, but you miss the big one if your school yearbook is not essentially and almost wholly a report of the school year (its progress, hopes, and aspirations) to your community at large.

What may be extremely humorous to a gangling adolescent may be the worst publicity in the world for your school. Yet year after year we allow quips and snide expressions to fill our annuals that ten years from now (or even a year hence) will be meaningless. The unimportant event of the moment will have replaced the chance to say something constructive and worthwhile to your community.

I am not advocating that the school publications should be planned and edited by the faculty or administration. I am merely stating

ROBERT G. ANDREE
Headmaster, Brookline High School
Brookline, Massachusetts

that a direct policy of training should be instituted for the best welfare of the future of the school. Apprentices in the junior year should be so trained as to catch the vision of what the school is trying to do for its youth, catch the spirit of the bid for the future, catch hold of the opportunities of the present. This is not an easy task, but its rewards far outweigh the effort expended.

The Marks of a Poor Yearbook

Before me are two copies of a school yearbook that would bear description. One has the earmarks of having been put together hastily without thought of any basic planning, with perhaps this exception: that it is a senior book, put together for their benefit alone, and given over entirely to their portraits, wit, and legacy. Some deference is paid to the lowly underclassmen who are dutifully arrayed in groups for the annual "homeroom picture" or some other similarly conceived grouping. There are also some formal shots of the various "clubs" and a few sports pictures. The printing, on the whole, is poor, the edges chewed, and the division pages are stereotyped, having appeared in hundreds of other yearbooks. If students are going to spend ten millions, let the yearbooks reflect *their* school life and their community; let there be dreams for the future and a proper respect for the community that has provided even the barest of facilities.

This one yearbook makes no mention of the work of the school board, nor of the superintendent; its comments on the principal are rather left-handed and awkward. Maybe conditions for schools aren't good in that community; I don't know. But certainly, if they are good there is no evidence contained through this important publication. After reading the class prophecy, I would guess that four senior students like about six others, and the rest of the class are either unknown or disliked to a point of having uncomplimentary statements made. There is no room in a properly conceived yearbook for a

gossip column or the silly remarks of a class will. These might well be duplicated or printed on separate sheets, if they must still exist, so that they can be discarded when they have lost their "meaning."

Every picture is posed, even though some appear to be "informal." The boys are dressed too well, a tie and clean shirt is scarcely the uniform of a boy at the forge, or the twenty others who are watching him.

The Marks of a Medalist Yearbook

There is also before me a medalist yearbook that has all of the characteristics of excellent publicity and exceptional reporting. It has a theme, "The Pied Piper of Hamelin," and all that it says and does is tied in carefully with that basic thought.

The Pied Piper stopped at *Podunk* High
On the way back to Hamelin, just passing by,
"I have a secret charm," said he,
"To draw all creatures after me.
I've come to *Podunk* to see the school,
To visit the clubs and faculty,
And play each one a melody."

Thereupon, the yearbook is dedicated to one of the most charming members of the staff, and everything in the book is melodious, forward looking, high minded, cheerful, and gracious.

The School Board is shown, with informal portraits of the Committees on Building and Finance.

You have attempted through the years to give to the faculty and students of — High School an opportunity for the best in education, sports, and extra-curricular activities. As a result of these efforts we attend one of the finest schools.

Last year, you approved the plans for the building of the New North Wing. In this

beautiful, modern building there will be laboratories and greenhouses, club rooms and kitchens, and gymnasiums with all modern equipment, and conveniences.

With this new wing, many phases of social life will be carried on at the school itself. Various social activities and intramural sports will be held at the high school instead of the halls and fields of the grammar schools.

We, of — High School, want to extend our appreciation for your wonderful work in creating and developing our fine opportunities.

Thence to the principal and his administrative assistants, to the faculty, and other related staff members, all of whom are greeted with a sense of pride and appreciation for having been associated with them. All of this is accompanied by numerous informal and candid shots.

The Pied Piper is then taken for a complete tour of the school plant, showing him the school in action, representing him as being interested, asking pertinent questions such as adults in the community might ask, and having them answered to his satisfaction.

It is not until the last quarter of the book that the seniors are mentioned, and then all the fine things that can be said about each are listed.

Summary

There is no question that the yearbook is a most effective means for stimulating community support for the schools. It is a messenger of good will to the community.

It advertises our products, both as they are and how they came to be. Let us seize on this device already within our control to do a better job of public relations for our schools.

Difference of opinion regarding goals established in various types of music festivals is prevalent among music educators.

An Evaluation of Music Contest-Festivals

AS A RESULT OF RECOMMENDATIONS recently advanced by officials of the University Interscholastic League, music competition as sponsored by the League is undergoing considerable discussion and study by both appointed committees and individuals. Questionnaires have been circulated to administrators. It appears that before any radical changes are instigated, the fundamental objectives of the competition-festival should be determined. This article is an attempt to project some lines of

F. W. SAVAGE
Director of Music Activities
University Interscholastic
University of Texas
Austin, Texas

thought which may assist in clarifying these objectives.

When the major purposes of the competition-festival are once definitely stated, a great many of the suggestions and criticisms frequently advanced become highly irrelevant.

Retention of the hyphenated words, *competition-festival*, as a name for this activity implies that there are factors not common to both activities which can and do tend to motivate music learning. Had there been one activity which provided all the forces required, officials down through the years would have certainly adopted a title which would have proved less cumbersome.

To provide a basis for analysis, assume that there are three major types of inter-school music activity: the clinic, the festival, and the contest. Each type possesses certain features not common to any great degree in the other.

The festival places greatest emphasis on social contacts; inspiration through auditing other groups and participation in large groups. Probably the greatest weakness of this activity is that there is no intense demand for musical perfection since musical errors can be submerged in the anonymity of a very large performing group. States and communities which sponsor this type activity, in order to minimize this weakness, have frequently added either clinical or competitive features. Outside of the motivation provided for the student by the inspiration of hearing other groups, it appears that the chief value of the festival is that it provides a reward as an excursion for the student or groups which have met certain requirements in the classroom during previous weeks and months. Too often these requirements pertain to behavior, co-operation, or attendance rather than to musical attainment.

The contest, while possibly offering as much social contact as the festival and slightly less inspiration from auditing, certainly exceeds the festival as a motivating device for a given individual or a group. The contest places great emphasis on musical perfection and presentation. Of more importance to the student perhaps, the contest presents a concrete award for an outstanding performance. The contest presents the best opportunity for a student or a group to demonstrate their ability to produce supreme quality under pressure. This ability is and should be recognized as essential in the American way of life. Competition is present in all three of the music activities: clinics, festivals, and contests. It provides the spark for students in any gathering where similar groups are performing but achieves its highest voltage in contests. Any alleged music educator who insists that competition is not inherent in music never directed a high

school band which came within a half mile of a similar performing group.

While this high voltage produces the greatest incentive, it also indicates the weakness of the contest as a public school motivating device. This weakness is not peculiar to music but is present in every contest, even football. This weakness is very obviously the tendency to proceed to the extremes. There is a limit to the amount of money and effort any school or community should invest in any one activity.

Of the three types of activities, contests are probably more expensive since they involve distribution of expensive awards as well as demanding groups of qualified adjudicators rather than one critic.

The third major inter-school activity is the clinic. Any definition of a clinic would indicate that a clinic, even in music, is an opportunity for analysis, diagnosis, prescription, and initial treatment. While certainly providing some inspiration and some social contact for the students, the clinic appears to be chiefly an in-service training project for music instructors with some small part of the initial treatment taking effect on the student. Continuous attendance at clinics, and only clinics, portends the production of a race of musical hypochondriacs. The clinic, by nature, must be followed by a culminating activity where progress and improvement may be recognized.

It is interesting to note at this point that the majority of the suggestions or criticisms advanced pertaining to the present competition-festivals refer neither to the contest nor the festival. Practically all deal with the clinical features which have been added: the diagnosis is incorrect, the prescription is inadequate; the prescriber is incapable or the treatment is incomplete. This analysis is verification for the second paragraph of this article since criticism is seldom leveled at the social aspects or the inspirational qualities of the festival nor at the opportunities for recognition and reward which should be features of strict competition.

Honesty on the part of the leader will lead to the obvious admission that at present Texas does not sponsor *competition-festivals*. Our activities are misnamed. They should be known as *music-festivals*. The only competition which remains in these events is that which is assumed by the participating student just as he does at a festival or a clinic or is interpreted by the returning music director when reporting to the

editor of the local newspaper. Few if any of the major features of competition are present to any degree in the current activity. Outstanding music students have no opportunity for recognition. Half of the soloists and ensembles entering in 1951 received the highest possible award. The demand for musical perfection is rapidly ebbing. Outstanding groups are remaining at home since, by the directors' own admission, definitely inferior groups achieve equal recognition.

It has been the stated policy of the University Interscholastic League to co-operate with its mem-

ber schools in providing inter-school activities which provide the maximum assistance in accomplishing certain objectives of the public school program. Since the program of music activities is being subjected to critical evaluation, school administrators and music educators will be called upon to express their desires for a program of motivation. Definite opinions should be formed concerning the amount and type of music motivation required for the public school music program of Texas.—Reprinted by permission of *The Interscholastic League*.

"Variety is the spice of life," is illustrated in a different type of publication involving various talents.

Publication of the Creative Magazine

IT SEEMS ALWAYS an intricate undertaking to break up the synthesis of a whole by dividing it into parts. So it is in writing a description of the publication of a literary-artistic-photographic magazine.

Creativeness, too, is not easily divisible. Of late, there has grown up a domination of emphasis upon sensitivity. But, because creative activities have their roots inseparably entwined around the nature of each individually different personality, the magazine which represents synthesis (intellectual and emotional sensibility), seems to possess many values.

Our school consists solely of ninth-grade students. Its working philosophy allows for the exploration and development of the potentialities of each individual. The community's interest in education leads to provision for academic scholarship and for breadth of co-curricular activities. Thus, the creative magazine plays a prominent role as a medium for self-expression. "A Year To Be Remembered" comes; and it goes.

Wydown's twelfth year began on September 13, 1948, when one hundred eighty students from about forty different schools attended the first day of classes. Acclimation was rapid, and by the end of the first few weeks it seemed we had known the school for ages, and that our classmates were all life-long chums.

It would be unnecessary to say that all have enjoyed the year at Wydown, for this is always the case. The happy experiences had by this year's class have been the result of much work by the faculty and the entire Clayton educational system; to them we are thankful.

Literary Contributions. Although certain ones of the English classes are designated creative in

DOROTHY LEGGITT

*Teacher, Clayton Public Schools
Clayton, Missouri*

character, all the groups in the school contribute writings for the literary magazine. The introduction to the project occurs during the freshman orientation period. Teachers exchange homerooms, and each member of the faculty informs the students about a special activity of the school. The head of the English department describes the composition of the Igorrote, traditionally named in honor of the village of Philipines located on the site of our grounds during the World Fair, held in St. Louis in 1904.

When the Igorrote as such presents itself on the school calendar, the English classes evolve a plan for the creation of the magazine for the school year in session. The mechanics of written expression are reviewed; the types of writing are enumerated and treated. As motivation for the creative writing, samples produced by former students are studied.

Soon the efforts become directed. Refinement of theme subjects results in such casual topics as teen-age aspirations, student life, personal experiences, etc. Short stories, poems — couplets, tercets, quatrains, cinquains, etc. — and free verse, essays, and other forms of thought "go to press." The English teachers and the student staff give suggestions to the students concerning their work, but always the writer interprets criticism and incorporates ideas without enforced recommendation blanketing creativeness in self-expression. From the final contributions,

the staff chooses the selections for publication.

Artistic Illustrations. The art class anticipates the opportunity to make illustrations for the *Igorrote*. Seated around the table in seminar fashion, ready for group work, the students listen as the poems and compositions are separately considered. Mental pictures develop and serve as a background for verbal descriptions of reactions and elements to receive emphasis in design. Students volunteer for an assignment to a particular selection. Thus, illustration gets under way. Because the drawings eventually go to the engraver and printer to fit into the magazine, the etchings need to be a variety of sizes. Each artist makes a design in India ink on white paper.

Each student makes a sketch that illustrates the scene from the chosen story. Criticism from the especially talented classmate and from the class as a whole under the direction of the instructor encourages each person to feel satisfied with the illustration achieved. Finally, a committee of the art class evaluates the total collection of pictures from the standpoint of art excellence and submits them in a ranked order to the business manager.

Photographic Portrayal of Student Life. Clubs! The photography club wields the "big stick" in this instance. Because this club is formally operative early in the year, the amateur photographers do a remarkable piece of work in taking pictures featuring photography and assembling the pictures into a mural of student life. Habitually, the scenes are placed inside the covers.

The members of the club scurry around at each of the school functions for a broad representation of events. The board of selectmen, athletic games, annual play, horseback riders, etc. "Catch the student in action" becomes the motto as these workers "shoot the film." In the school's darkroom, development of pictures brings into reality the happiness enjoyed through participation in co-curricular activities. Also, the photography club becomes a professional group upon the publication of the student-life pictures.

Unity through Publication. There is unity of purpose in the publication of the magazine. Organization seems intricate. A business manager from among the faculty members acts as a head, a co-ordinator for production by the departments of the school and the printer. Student committees in the English department, the art

class, and the photography club work under the supervision of a faculty adviser. The engraver finishes that phase of the work early so that the complete galley can be presented to the departments for approval. The printer advises the business manager during the entire production process, but the school's business manager sees that everyone concerned meets a time schedule. Finances, too, come under the jurisdiction of the business manager; money from the sale of activity tickets to the students meets the cost of the magazine.

"Autograph, please!" exemplifies proud ownership of the current issue. Distribution has taken place during the homeroom period. The magazine as designed gives pleasure to each student, playing on human sensibilities; the magazine becomes an entity in itself. It serves as a crystallization of "A Year to Be Remembered." The effect of it goes deep within each student, for every boy and girl lives as a part of the spirit of Wydown. Appreciation comes into play automatically as the year is symbolized through the publication of the school's creative magazine.

Combined Literary and Artistic Treatments



LITTLE LUCY

'Twas but a week ago
Little Lucy talked with me.
Her merry laughter rang
As she sat upon my knee.

Her golden hair was tangled
And her cheeks were rosy red,
As she showed to me some daisies
That were faded and were dead.

She sobbed as she showed them,
And I explained to her that day,
That in time all things fade,
All things must go away.

I'll ne'er forget the trusting smile
She flashed at me that day
When I told her God takes care of us,
And she should run and play.

—Marjorie Suddarth



NEVER AGAIN

"Never again will I go through that!"

While Mr. and Mrs. Thomas were at home, the children were perfect little angels. As their parents left, they promised faithfully to be good, but the moment the door closed behind them, havoc broke out. Pattie screwed up her face and started crying, "Momie." Jimmy just stood there and laughed impishly at the faces she made. I coaxed, pleaded, and threatened for ten minutes before the dear child ceased her howling.

I then had fully three minutes of wonderful peace,

until Jimmy hit Pat on the head with a bicycle tire he had just removed. She promptly kicked him on the shins, pulled his hair, and bit him. I succeeded in separating them before any serious damage was done—to them, that is. A two-inch scratch, two black-and-blue shins, and four broken fingernails were my reward.

I decided then that it was past their bedtime. With very little trouble I got them to bed. Just one more broken nail. As I expected, I soon heard, "I wanna drink of water." Their thirst was quenched by two glasses of water apiece. But giving them water was my big mistake. Jimmy's last swallow didn't go down. With a devilish glint in his eye he squirted the water from where his front tooth should have been, but wasn't. Luckily his supply soon ran out, but not before my skirt and sweater were ready for the cleaners. From then on the evening proceeded with only mild catastrophes. Never again will I stay with those children.

"Oh, there's the phone! . . . Yes, Mrs. Thomas . . . Wednesday night? . . . Of course, I'll stay with the darlings. They were perfect angels last time."

—Nancy Essen

Illustrations of Couplet, Tercet, Quatrain, and Cinquain

I Acquiesce

All my poetry rights I do yield.
My throne I accede to John Masefield.
—Madeline Wellborn

Trouble Afoot

They're sweet and cute to mothers,
And nice to show to others.
We love them too—our little brothers.
—Jerry Wolff

The Laundress

Weather wise,
Appraising the clouds
With experienced and anxious eye
Our laundress hangs out the wash.
—Ferna Munce

Signs of Spring

Melting snow,
Rushing brooks,
A hint of green upon the earth,
A crocus bestows its radiant color—
It's spring.

—Nancy Greene

This article tells about Washington State College's student government — a system that has brought special recognition.

ASSCW--Democracy at Work

IN THE EARLY SPRING on the Washington State College campus when the winter's snow begins to disappear from the hillsides, the annual political axes are brought out of hiding and all the talk concerns the candidates the students are going to elect to run their student government for the next year.

February, 1952

W. K. SONNEMAN, JR.

**Reporter, The Spokane Daily Chronicle
Spokane, Washington**

With the Greek and the Independent parties as the contending political groups, the campaign is spiked with promises and platforms, and the

enthusiasm that develops from the political flurry would compare favorably with national spirit at election time.

For the 6000 students at Washington State, their student government is one of the most important factors in their college lives. Each year the students elect a president, vice-president, secretary, and a representative body which constitutes the nucleus of the student government.

The student government operates on a yearly budget of \$110,000 which means that, like the American taxpayer, the student will be interested in what his government does with his money.

The student government maintains cognizance over the entire scope of student activities at Washington State, and with its emphasis on training future leaders and community-minded citizens, the activities of this group have been considered on a par with the academic routine of the college.

One of the primary functions of student government is to co-ordinate its activities with those of the administration in order to give maximum returns to the entire college community. Also, a student government provides an atmosphere where students may co-operate with the administration and faculty while participating effectively in the functions which directly affect their social and intellectual welfare in college.

Where polarity of action was undertaken on the part of either the students or the administration before, decisions are now made on the basis of considered opinions from both sides, with the result that a harmonious solution to the problem is most often reached.

The central figure in the student government is the president of the Associated Students of the State College of Washington. In addition to his regular office duties, his position has occasioned a number of interesting sideline activities, and his official career began in a fish pool as an initiation procedure.

As president, he is official representative of the Washington State student body and appears in their behalf at all occasions where student representation of the college is called for.

This fall he traveled to Oregon State College to represent Washington State at the dedication of a new student union building. Last May he was in Yosemite Park, Calif., at the Pacific States Student Body Presidents' Association, where he had an opportunity to meet other student body presidents from throughout the West.

On the campus, his regular office responsibilities include his chairmanship of the Board of Control, which serves as the representative body of the college's 6000 students. A large amount of intra-school correspondence requires his personal attention, and many hours are spent in consultation with various campus administrators or anyone else connected with Washington State's program of 160 different activities.

At other times he can be seen spending many hours on day-to-day items which need personal attention at the moment. These may include anything from a speech at a pep rally to an address before a group of freshman students upon their first day at Washington State. At times he has spoken before the Pullman Chamber of Commerce, and within the past school year he traveled to the state capitol in Olympia to appear before the state legislature.

The principal organ of this student government is the Board of Control, which has authority over all student affairs and serves in mutual advisory relationship with the Dean of Students. Its membership is drawn from both the Greek and Independent parties, the faculty, and includes four ex-officio members. The student-body president, the vice-president and the secretary also serve on the Board, with the student body president presiding as chairman.

As a representative organ of the associated students, the Board seeks to learn student opinion on all matters pertaining to the students and to follow the best course of action in their behalf. While the Board has considerable scope in the administration of student activities, the ultimate authority lies with the Board of Regents.

The Board of Regents, however, does not neglect the interests of the students. Through the Dean of Students, who maintains close contact with the Board of Control, it keeps student views in mind with regard to its policy decisions. This, perhaps, is one of the most satisfying and successful operations of the student government. Through such organization, the administration has recognized the value of student opinion and frequently calls some member of the student government into conference. The result is that a mutual respect on the part of the students and the administration has been well established and the days of student protest mobs are a thing of the past.

The main responsibility of the Board of Control is to keep in close touch with student affairs,

and through it most student activities are co-ordinated. The Board handles a variety of student affairs and a recent example should illustrate the point.

Like many other schools, Washington State has a mascot. But the mascot in this case happens to be a live cougar, which is kept in a cage on the campus. As the annual Washington State-University of Idaho football rivalry reached its climax before a game recently, some Idaho students crept into the cougar's cage and carried him off to Idaho.

Although the only reason for the action was pre-game spirit, it goes without saying that the act caused considerable injury to Washington State's pride. The result was that as the tension mounted, the probability of an action-bent expeditionary force to the Idaho campus was imminent.

With the possibility of serious personal injury and property damage in the offing, the student body president, several Board members, and other college officials met with similar representatives from the Idaho campus and through their actions, the cougar was returned and peace and harmony were returned to the two campuses.

On a campus basis, the Board considers all problems which affect the students. Not long ago, the men were requested to purchase red gymnasium pants for the physical education program. This bloomed into a roaring controversy with an endless flow of comments from both sides.

In view of the fact that the matter concerned the students as well, the matter was referred to the Board of Control, and after it met with representatives of the physical education department and the administration, a peaceful solution was reached.

At other times the Board has covered such student affairs as the honor system, dormitory problems, and student conduct at football and basketball games. One of the more important functions of the Board is the administration of a \$110,000 annual budget. The Board handles the distribution of the funds to all of the campus committees, and it is their responsibility that the money be distributed to the greatest possible advantage.

One of the principal functions of the student government is achieved through its maintenance of a well-rounded student participation program

which seeks to attract as many students as possible into its various branches. Included in the variety of student participation activities are the committees for such major events as Homecoming Week-end, Freshman Week, and the week-ends honoring the fathers and mothers. Other activities cover the committees that plan such major yearly events as the Junior Prom, the Senior Ball, Senior Week, Winter Week, and a score of others.

With such a range of activities, it becomes necessary that all of the activities be co-ordinated through a central office whose function is to keep the events properly scheduled to avoid conflicts and confusion. Consequently, one of the most important divisions of the student government is the Student Activities Center, which serves as the headquarters and co-ordinating agent for all student activities.

The staff at the student activities center is diversified according to function and included among its divisions are special advisers who assist in planning such social functions as dances and conferences.

The activities center has on its staff a number of specialists who give assistance to particular phases of student activity. One such specialist is the publications adviser who works with students on the various student publications. Another is the activities counseling assistant for special projects, and the social adviser serves as a competent authority for answering the questions student may have with regard to the proper procedure to follow at social functions.

Other features of the center include telephones for student use, committee meeting rooms, typewriters, information files, and a master calendar which shows all the year's scheduled events.

Although student governments are of great value to both the students and the entire college, it also leaves the graduating student with an appreciation of the principles of American democracy.

Through student government, potential leaders are given a chance to develop their abilities as they assume responsibilities for activities covering every phase of college life. A student can learn to co-ordinate activities of others, allow for differences of opinion, and develop himself to better levels of performance for his activities on the campus and in the duties he will assume after college.

Here is what one commencement speaker thinks. If the reader disagrees with him, maybe he will write an article for publication.

Are Commencements Bunk?

MOST OF THESE HIGH SCHOOL COMMENCEMENTS are the bunk, especially the speakers," said a student on one occasion. "They tell you that the world is waiting for you with open arms, but you don't know whether it is to love you or to choke you to death. In my particular case, I well remember, the speaker's first sentence was: 'The world is waiting for you—around the corner—with a brick.' He painted no bed of roses for us. When I received my diploma that night, I was about ready to jump into a lake. Yessir, commencement speakers either make you think that you are going to be President of the United States week after next or that you are doomed to disaster from the start."

This was the opinion of a student. We adults evaluate commencements according to what they do to the community or as opportunities "to sell" the school to the patrons. Too often, however, the graduates themselves are left to *commence* of their own volition. One superintendent will follow in the same old rut of his predecessors and produce a slipshod event, while another will invest some special thought and extra energy and put a real "finish" on every commencement.

Standing Room Only?

A commencement guest will judge and measure the community spirit. He will observe whether there is a sparsely-filled auditorium or standing room only, tasteful or slovenly decorations, good ventilation or a room hermetically sealed, an air of expectancy or "just another one of those things." He will interpret the applause. Of course, applause is a barbarous way of expressing approval, but the chautauqua salute seems too mild. Since it also scatters germs, the crack of palms together seems to be the only way. The audience may sit throughout the entire program as "God's frozen people" or they may show from the very beginning that they are awake and appreciative. All of this means much to an observer of commencements.

The program itself varies as greatly as does the size of the audience, with classes varying in number from a few graduates to hundreds. Many principles apply to all of them but the enthu-

O. HERSCHEL FOLGER
Religious Society of Friends
Greensboro, North Carolina

siasm, efficiency, and beauty of the program have no relationship to the size of the school or to its geography. Of fourteen commencements observed one year, for example, only one began at the time announced! After it has begun, it should proceed with dispatch without distaste and with dignity without dullness. The program will vary greatly in different communities, from those which have all kinds of things done by the students to those which omit student-participation altogether. To a large extent, what the students do about valedictory, salutatory, prophecy, poetry, and orations, will depend upon the customs of the community, the tastes of the faculty, the ability of the students, and whether or not there has been a "class day" held previously. Whatever is selected ought to be selected because of its value to that particular graduating class.

Why A Speaker?

In the larger schools there is a general feeling that it ought to be as much as possible a class affair but in the smaller schools it is easier to have student participation, especially if there has not been a "class day." Should there be a valedictory? It is quite general in some areas and sometimes is the best part of the program. Certainly scholarship should have its day along with basketball—if the auditors are not left wondering which one of the teachers wrote the speech. Salutatory? It is a help when the second place student lost by .1% but is sometimes made unnecessary by the welcome sign over the motto. Class will? It is fun, especially when they always come to that climactic sentence: "John Smith leaves," but it is sometimes deemed better just to leave everything to the junior class and be done with it. Essays? World problems have been solved on more than one high school platform but there are those who feel that it is a little bit like appropriating for dinner what should have been eaten at lunch. Class song? An opportunity for sentiment and group expression if done well—and if some boogie

woogie is not used for the tune. Poem? Only if there is a real poet and not a jingleologist.

What is to be said for the class prophecy? It frequently attracts the most attention in the smaller schools although the larger schools obviously could not use this item. It is the feature which seems the most foolish to the sophisticated, then what is the reason for its appeal? The parents and friends who are present are keenly interested in the future of the individual young people and it is a thrill to them and to the class, when the number permits and the juvenile imagination has been properly censored, to speculate upon what place each one will fill "in this great world through whose door we are now entering." Even at the expense of disillusionment, it is pleasant to dream of the boy who makes good in the city and the return home of the conquering heroes.

What about the mascots? They haven't yet heard of this accoutrement in some parts of our country. "They look so cute" in their little caps and gowns—at least to their families—and they do provide the advantage of taking the graduates' minds off of themselves. On the other hand, they can "steal the show" and complicate the center of attention. It might be summed up this way: those who like flower girls and ring bearers at a wedding will like mascots at a commencement.

These factors lead to the great question of the commencement address, which has either disappeared completely or grown more popular during shifting periods of our school history. One skeptical teacher asked: "Why pay a hundred dollars for a speaker to whom no one listens instead of having the student speakers to whom everyone listens?" If you are a college teacher, you should try the experiment of asking college freshman classes for reminiscences of their high school commencements and for advice as to your own future addresses. It is disconcerting to discover that not more than ten per cent ever remember one single thing that was said, and that most of them do not remember the name of the speaker.

One boy expressed his idea of the ordeal when he said that the purpose of the baccalaureate service was "to toughen them up and get them ready for commencement." Forty per cent of one student group advised jokes, "if the speaker knows any," in order to eliminate nervousness on the part of the graduates "so they won't stumble going after their diplomas." The only thing one

girl could remember about her commencement was a joke—a joke, she insisted, which had no point!

Let's Address the Seniors!

It may be that there are so many complimentary comments because so few speakers can hold the attention of a nervous group on a nervous night. But may it not also be true that too many speakers apparently forget the senior class, in their anxiety to impress the adults and uplift the citizenry! In fact, it has been said, not without some justification, that during some addresses the graduates could go out and get a coke and the speaker would not miss them. If the students had the opportunity of reversing the procedure—that is, to speak to the adults—what would they say? They have made these poignant suggestions: "You need to snap out of what you're in, but I don't know what that is." "You folks look up the diaries you wrote at seventeen and see what you did." With all the derogatory remarks which may be made, however, who can say how many inspirations have been received from carefully-prepared addresses on a night when every young person is going to listen more intently than ever again?

Whatever the details of the speech or of the rest of the program, high school commencement is a heart-warming event. Thousands would no doubt agree with this sincere and unexaggerated statement: of all diplomas received, not one can compare in significance to that first one from a little centralized high school, accompanied by all the excitement and the good wishes of friends and families.

This feeling may be illustrated from a personal experience. Before the exercises began in one town my attention was attracted by a senior girl who was running about here and there, laughing and talking at the top of her voice. I was very critical and said to myself: "It is not that I would have this to be a mournful occasion but, after all, it is an event of great import and it ought to have significance for every graduate. It means nothing at all to that scatter-brained youngster." I had forgotten the simplest laws of psychology pertaining to those who on great occasion feel emotional turmoil inside of them. Just after I had finished my address and the diplomas were about to be awarded. I happened to look at that girl. She was trembling all over

(Continued on Page 208)

The value of student activities in the secondary schools is paramount. Should sponsors receive extra pay for their part?

Extra Pay for Extra Work?

A RECENT NEWS ITEM reported that the National Convention of the American Federation of Teachers went on record as demanding extra pay for sponsoring pupil activities unless they are conducted during regular teaching hours. "In no other occupation is a worker employed to perform exacting and highly technical duties, and later forced to render on his own time service often unrelated to the job he is supposed to do," the AFT stated.

The reference is particularly pointed to the situation in New York City high schools where for over a year teachers had suspended their voluntary sponsorship of pupil activities in order to strengthen a campaign for more adequate salaries. The teachers contended that the services for which they are paid apply only to class instruction. Since no pay beyond the regular salary was received for sponsoring pupil activities, that kind of service was considered voluntary by the teacher. He had a choice of rendering or not rendering it according to the situation in his school and his personal desires.

The controversy in New York impels some re-examination of the proper place of pupil activities in the high school program. Are they an essential part of the curriculum? In terms of educational concepts, most teachers would reply, "Yes, they are." The practical implications of the question, however, are sufficiently complex to require more than a categorical yes or no.

The plea of extra pay for extra work, now cropping up in teacher groups in many sections of the country, is intimately related to the question. It is a matter about which many teachers feel deeply and on which school administrators and school boards probably will have to take a stand. There is some logic to the argument that teachers should be paid for extra work. Frequently, specialists in other lines of work receive pay for overtime work. It would be unfair, teachers claim, to discriminate against an already underpaid profession in the matter of overtime pay. They point to the fact that a number of school systems have adopted schedules by which extra work is defined and payments specified.

ELLSWORTH TOMPKINS
Office of Education
Federal Security Agency
Washington 25, D. C.

BUT, the point at issue is—Does time spent in sponsoring extraclass activities constitute extra work for teachers?

If the extraclass activities sponsored by teachers occur *within an activity period* scheduled during the school day, the sponsor cannot be said to be working overtime. If pupil activities occur regularly *outside* the school session of classes, then it may be argued that they possibly constitute extra work for the teacher-sponsor. According to recently issued statistics, 66 percent of all public high schools in the nation schedule some kind of activity period within the daily time schedule.¹ In the schools whose enrollment is under 200 pupils, about 74 percent have an activity period. As school size increases, the tendency to use the activity period decreases. Only 46 percent of high schools enrolling 1,000 to 2,499 pupils, and only 22 percent of those enrolling over 2,500 pupils, schedule an activity period. It is apparent that many of the larger high schools schedule pupil activities outside the regular school session. When this happens, faculty members may consider sponsorship additional to usual classroom duties, and therefore, extra work. In these circumstances, a divisiveness between formal class activity and informal or extraclass pupil activity may result. The former is sometimes considered the essential part of education, the latter, though desirable, somewhat less than essential.

Thus, many high schools may in effect be tolerating two educational programs—a program of class instruction and a program of extraclass activities. As Spears² says, "the one reflects the opinion that people improve their lives and their society by merely reading and talking about things. The other reflects the opinion that people learn by doing." High schools endorsing this

¹ "The Activity Period in Public High Schools." Washington, D.C.: Government Printing Office. *Office of Education Bulletin 1951, No. 19*. Price 15 cents.

² cf. Harold Spears, "The High School for Today." New York City: American Book Co., 1950.

"divided curricula" usually follow the practice of encouraging teachers to volunteer as sponsors of those who do, shoulder the responsibility for the after-school pupil activities, with the result that school and for teachers who, for some reason or other, contrive not to sponsor pupil-groups.

If the high school principal and staff support in general the theses of the Seven Cardinal Principles of Secondary Education (1917), Education for All American Youth (1944), Imperative Needs of Youth of Secondary School Age (1947), the current Life Adjustment Education program (1948), or any of the other significant statements of the purposes of secondary education, their responsibility for the development of pupils' leisure time, hobby, social, civic, and athletic activities cannot be escaped. If they have studied why pupils drop out of school, and what pupils who stay in school like about school, they have discovered that participation in extraclass activities plays a major role in maintaining student interest and morale.

Many larger high schools have neglected to implement a well-defined organization for pupil activities. They have shied away from the activity period, not to mention the core program, and have depended on voluntary action by teachers to solve the sponsor-problem. The result is twofold: failure to implement broad educational objectives, and dissatisfaction on the part of teachers who want extra pay for extra work.

A few larger high schools have incorporated an activity period into the daily time schedule. They have broadened the curriculum to include many activities formerly considered extraclass. They have applied the total resources of school staff to pupil activities offered during the activity period. To the sponsors and coaches of more extensive activities such as football, baseball, basketball, dramatics, newspaper, yearbook, debate, and other special groups that take up considerable of a teacher's time outside of session, they have set up a scale of payments, either by total number of hours or by individual activity, to reimburse professional personnel for overtime. In high schools like these the pupils' activities are mainly co-curricular; there is less likelihood that teachers in these schools will campaign for extra pay for extra work because of sponsorship duties.

It has been said that larger high schools face difficulty in providing an activity period because of the larger number of pupils; yet a sample of

a well-coordinated out-of-season activity program in these schools is hard to find. Of course, the routine adoption of an activity period organization without the enthusiastic and persistent support of the high school principal and most of the staff will fail to realize a high degree of pupil participation.³ However, the large high school of tomorrow is almost certain to unify its curriculum around those pupil activities that influence desirable changes in human behavior. A first step in that direction is likely to be the use of any activity period in the regular daily time schedule, in which homeroom, assembly, group guidance, and pupil activity programs are co-ordinated. An example of the activity period organization in the Robert E. Lee Senior High School, Baytown, Texas (1,150 pupils), follows:

Time: 10:23 - 11:03 a.m., daily.

Monday — Student Council Meeting. All other students in homeroom.

Tuesday — Club activities. Pupils not participating are assigned to study groups presided over by teachers not sponsoring clubs that day.

Wednesday — Group or homeroom guidance, or separate assemblies for boys or girls.

Thursday — Sophomore assembly. Juniors and seniors in homeroom discussion.⁴

Friday — Juniors and seniors in assembly. Sophomores in homeroom discussion.

Although all pupil activities carried on in the high school cannot always be scheduled in an activity period, hobby, departmental, and service clubs, student assemblies, homeroom and group guidance, testing, and a large part of the intramural athletic program *can* be scheduled within an activity period. In general, team sports, and activities, such as football, baseball, basketball, golf, tennis, track, bowling, hockey, drama productions, and school newspaper can only partly be scheduled within the activity period. Nevertheless, there are several strong arguments in favor of a high school employing the activity period within the daily time schedule:

1. When scheduled within the regular school day, pupil activities are available to ALL pupils; those who work after school, those

³ See "Extraclass Activities for ALL Pupils," Washington, D.C.: Government Printing Office, Office of Education Bulletin 1950, No. 4, for a description of procedures at West Orange and Hamilton Township (N.J.) High Schools. 25 cents.

⁴ See R. R. Ryan, "Evaluating Our Citizenship," in the Bulletin of the National Association of Secondary-School Principals, No. 154, April 1948, pp. 127-138, for an illustration of a homeroom discussion outline prepared by a high school student-faculty committee.

- who are shy—are given a fair chance to participate;
- The tendency to restrict pupil participation in activities because of scholastic or economic limitations is likely to be diminished;
 - Caste distinctions between pupils tend to be less than in after-school activity programs;
 - Overparticipation by certain pupils tends to be restricted by the activity period, because a pupil ordinarily can participate in no more than two activity period groups;
 - Pupil leadership opportunities are increased;
 - Homeroom and all-school activities tend to be more closely related;
 - The student council can meet on school time; its importance is thereby enhanced;
 - ALL teachers have a responsibility in sharing sponsorship duties or accepting an equitable administrative assignment; no teacher is relieved of responsibility during the activity period;
 - Better co-ordination of pupil activities is likely to result;
 - A greater number and wider range of pupil activities result.

Little doubt exists that the high school curriculum will in time be more life-centered than subject-centered, that pupils will study family life, practical citizenship, tools of communication, good habits of health, procedures underlying group collaboration, and needed individual skills, in addition to, or instead of English, mathematics, history, and similar formally organized subject areas. But the step from the one type of curriculum to a more purposive type of curriculum is a very big one, and it is doubtful that a high school can or would want to negotiate the big step in one leap.

The activity period is a little first step in that direction. It focuses the attention of the faculty on the things pupils like to do and consider important. Furthermore, it allies the pupil activities more closely with the classroom program of studies and makes it easier for some activities to be incorporated into classroom instruction. The particular point of extra pay for extra work, with which this discussion began, ceases to be so important an issue once the high school brings the extraclass program into the regular school day.

PRINTING PLATES

Low Prices - High Quality

All Work **GUARANTEED** Completely
By Big Firm Established in 1920
WE WORK NIGHT AND DAY
TO GIVE YOU FAST SERVICE

Ask for References Near You

ART
WORK
—
PLAQUES



CUTS
AND
MATS

**CUTS FOR STUDENT PUBLICATIONS
ON FAST SERVICE AT LOW RATES**

Condensed Price List Write for Complete One

SINGLE COLUMN CUTS

ZINC HALFTONES 60-75-85-100 SCREEN		ZINC ETCHINGS (SHADED CUTS 10% EXTRA)		COPPER HALFTONES 100 OR 133 SCREEN
UNMOUNTED	MOUNTED	UNMOUNTED	MOUNTED	
\$1.05	\$1.15	\$1.15	\$1.30	\$2.50
FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 5 SQUARE INCHES	FOR 1 TO 4 SQUARE INCHES

OTHER SIZES AT PROPORTIONATE RATES A FEW ARE LISTED BELOW

TEN-SQUARE-INCH CUTS				
\$1.70	\$1.80	\$1.90	\$2.05	\$4.75
TWENTY-SQUARE-INCH CUTS				
\$2.95	\$3.15	\$3.25	\$3.60	\$6.55
FIFTY-SQUARE-INCH CUTS				
\$5.85	\$5.90	\$6.45	\$6.55	\$10.45
ONE HUNDRED-SQUARE INCH CUTS				
\$9.00	\$9.55	\$10.10	\$10.70	\$16.00

CUTS AND MATS OF FOOTBALL PLAYERS

PRICES ON MATS	
SQUARE INCHES	NUMBER OF MATS FROM ONE CUT ON PLATE ORDERED
12 1/2	1 4 8 11 19 27 40 50
12 1/2	6 30 24 18 15 12 10 07 06
20	12 32 26 20 16 13 11 08 06
30	20 36 29 22 18 16 12 10 07
60	45 46 36 28 23 19 16 11 10
100	81 76 60 47 38 31 25 19 16
260	228 167 133 108 84 70 56 42 34
380	347 235 168 146 118 98 80 59 47

MAT
PRICES

MAT
PRICES

Please Write Us For
COMPLETE PRICE LISTS
on Both CUTS and MATS.
Let us quote on your
Art Work and on your
Year Book Engravings.



HARPER STANDARD ENGRAVING CO.
JACK HARPER, OWNER-MANAGER DALLAS, TEXAS 1615 ROYAL IT
P.O. BOX 1004

ASSEMBLY PROGRAMS

for March

COURT TRIAL ASSEMBLY

Social Science or English Departments

Mock trials develop pupils' initiative and forensic ability. In assemblies, presentations must be brief. A large number of pupils can participate. In order to attain perfect timing, the scene should open on the court. The judge enters and the jury files into the jury box. The witnesses for the plaintiff take the stand; then court proceeds. The committee on arrangement will have gathered information on correct courtroom procedure.

Subjects suitable for the trial are taken from school life or classroom work.

A few suggested historical persons for trial subjects are:

1. Brutus for the assassination of Julius Caesar
2. Macbeth for the murder of King Duncan
3. Hitler for the war guilt of World War II
4. Henry VIII for murder
5. George III for taxation without representation

Literary subjects are also suitable for trial presentations:

1. Silas Marner for robbery
2. Shylock in "Merchant of Venice"
3. Miss Pross for the death of Madame De Farge
4. Tom Walker for selfishness
5. Rip Van Winkle for vagrancy

In directing trials, the characterization should be presented in acting ability. Evidence should be stimulated by imagination. The tempo should be fast and minute details eliminated.

If time is limited, the jury need not give a verdict. If desired, a musical number may be presented during the retirement period.

Although March has no national holidays, activities crowd the school calendar. Spring begins; the first songbirds appear. Wild geese and ducks can be seen winging northward. The blustery, noisy wind seems to echo children's voices. The bloodstone, the jonquil, and the violet are March symbols.

The chairman of the assembly committee must select wisely. If the year's calendar has not been previously planned, he will be rushed with requests for programs. Timid pupils who need opportunity to participate may be crowded

UNA LEE VOIGT

Emerson Junior High School
Enid, Oklahoma

out by aggressors. Temptation to use the experienced again and again is natural but undemocratic in a teacher. Responsibility works wonders in personality development.

Co-operation makes good assemblies. Participants must work together. These include the script-writers, stage manager, publicity, costume, and make-up chairmen, student director, and emcee. The pupils should know the duties of each.

Among the states celebrating statehood in March are: Maine, Florida, Nebraska, and Texas. All have colorful histories and traditions but more is known about Texas. The incident of the Alamo has inspired numerous writers. Dramatic poems and stories are available. An account of "The Last Hour at the Alamo," is found on a plaque on the walls of the Alamo at San Antonio, Texas. This is excellent dramatic material for presentation.

The birthday of Alexander Graham Bell, inventor of the telephone, gives inspiration for an assembly. Telephone courtesy, stories of bravery, and humorous readings about the telephone are available. Another March invention is the cotton gin. How this invention revolutionized the South is an interesting theme.

Climax clean-up week with a good assembly program showing how co-operation works wonders.

Courtesy Week is stressed in certain schools during March. Present original skits contrasting wrong and right manners. The Girl Scout Anniversary is March 12. This organization has members who will present assemblies. Courtesy is one of their watch-word activities.

SPEECH FESTIVAL ASSEMBLY

The first week in March is Speech Festival Week for over 1000 pupils in Emerson and Longfellow High Schools in Enid, Oklahoma. It is sponsored by the Enid Hi-12 Club, composed of businessmen.

The festival encourages the students to strive for improvement in oral interpretation of literature. Every student receives a certificate for participation. Three degrees of achievement are recognized: superior, excellent, and good. Superior achievement winners receive four-inch

school letter awards. Excellent achievement is signified by two-inch letters. Fifty large letters and 125 smaller ones are given by the Hi-12 Club to the junior high schools.

The finalists present the program for students and the entire Hi-12 Club who are guests at the assembly. On that day the fifty businessmen attend in a body.

Pupils, who have attained superior ratings, are presented their letters by the Hi-12 Chairman. Students judge and rate themselves. Emphasis is placed upon working toward a higher standard of achievement rather than competition. Score cards are used for rating. This year the Hi-12 Club has requested a patriotic theme. Selections include interpretation of poetry, public address, humorous and dramatic literature. An extemporaneous speaking festival is held at a later date.

At this time assembly sponsors may prefer the presentation of forensic winners. An interesting assembly is presented by the speech correction group. If the student's attitude has been corrected, he can tell about his own defect and show by demonstration how he has improved. Dr. Wendell Johnson, a noted speech correctionist, suggests such a program. The use of a recording machine makes the program more effective.

Science in the Orchestra

3 NEW 16mm FILMS

A British Information Services release, distributed by McGraw-Hill's Text-Film Department, these films offer basic understanding of the physics of sound as related to the instruments of the symphony orchestra. Interpreted by the London Symphony.

Hearing the Orchestra (13 min.)
Exploring the Instruments (12 min.)
Looking at Sounds (10 min.)

Write for Circular S10 for further information.

McGRAW-HILL BOOK CO.

Text-Film Dept. 330 West 42 Street
New York 36

The Junior Town Meeting and "I Speak for Democracy" contest winners are scheduled for appearance on a program during Speech Festival Week.

THE IDES OF MARCH

Literature and Social Science

A dramatization from Shakespeare's "Julius Caesar" of the soothsayer's "Beware of the Ides of March" can introduce an assembly. This theme can be combined to introduce the date March 15. This is the deadline for income tax returns.

Endeavor to clearly present why we need taxes in a modern skit, "Beware the Ides of March, 1952." Student script-writers can present originality and humor in assembly style.

ST. PATRICK'S ASSEMBLY

March 17 marks the day set aside to honor the patron saint of Ireland. It's a great day for the Irish. "Sure and ivy one of yer who lays claim to a drap of Irish blood will be a'wearin' o' the green that day." Colorful legends and customs mark the day.

Irish family names such as Murphy, Flannigan, Casey, and Kelly are found in every school. Michael, Jerry, and Rosie are a few Irish surnames. The entire assembly can be given by the "Irish." An Irish parade starts the program and Mike Calahan can emcee.

Irish jokes, songs, and charades are enjoyable. An Irish "sing" should include "The Wearin' of the Green," "Mother Machree," and "When Irish Eyes are Smiling."

Irish jigs, flings, and folk games are appropriate. "Waves of Tory" is an Irish folk dance, simple and easy to learn. There are several others available.

"Casey at the Bat" and "Casey's Revenge" are old selections but more enjoyable if given exaggerated oratorical style.

An Irish honor roll is read. On the list are names of those who have kissed the "Blarney Stone" and have the "Gift of Gab."

Films of travel in Ireland are available from visual education departments.

A few slides will also provide an educational theme.

Irish symbols are potatoes, harps, and the shamrock. The "luck of the Irish" is the four-



BOWS and ARROWS

targets, faces, supplies, and materials of all kinds. Make your own in the wood shop. THE FLAT BOW book tells how. Well illustrated, only 75c. EXTRA PROMPT DELIVERY — NO WAITING—NO ALIBIS—30 DAYS TO PAY.

INDIANHEAD ARCHERY MANUFACTURING CO.
Box 303 SA Lima, Ohio

leaf clover and the horseshoe but the shamrock has three leaves. Include high hats, ties, shillelaghs, and of course, bright Kelly green.

At Emerson, the faculty plans to present this assembly. Each year the group presents one assembly as a surprise for the students.

NATURE ASSEMBLY

Biological Science Department or Nature Club

Superstitions and popular beliefs are numerous for March. Science overcomes these. The biological, agricultural, and natural science clubs will find "Signs of Spring" a pleasing theme. "If March enters like a lion it will go out like a lamb" is an example.

Sound records of bird calls are available. Simultaneously, the picture of the bird in its natu-

al habitat is flashed on a screen. A pupil gives a short talk or poetry interpretation of the particular bird.

This assembly is planned by the science classes under the direction of Miss Nellie Johnson of Emerson. The program includes the meadow-lark, quail, mocking bird, cardinal, and blue jay. Musical numbers will be bird songs such as "Listen to the Mocking Bird" and "Mocking Bird Hill."

An entire assembly may emphasize one bird by showing how that bird influenced literature, art, and music. Bryant's "To a Waterfowl" is an example. A member of the industrial arts classes can close the program with suggestions on the New Year's models in bird houses.

More Assembly Programs for March

To the assembly director March comes in like a lion, regardless of balmy weather!

Activities which flourish during the month of March culminate in "extravaganzas" of operettas, or in lively one-act play festivals and forensic contests—not to mention a number of others. The auditorium director is most likely involved directly in these events, and if some of them can be put to good use as assembly programs time and energy will be conserved. Even more important, the finished product serves a worthwhile and useful function in student-presented programs.

In order to publicize an operetta, one-act play festival, or forensic event, as well as to give the participants "beforehand" audience training, the assembly serves as an ideal vehicle. Several examples follow.

I. The Public Performance Show Used As An Assembly Highlight.

A. The Operetta.

A portion of the operetta, including publicity skits by costumed members of the cast, can be presented to the student body. Using a minimum of stage settings and costumes the operetta offers many varieties of songs and acts, and far from giving away the show in advance, it is a concrete "come on" for the entire student body. Through clever script an M.C. might introduce the selected songs and acts. It is suggested that this assembly be given about five days before the show—assuring adequate preparation while at the same time allowing ample time for a sudden spurt of ticket sales.

B. The Forensic Assembly.

In most states debate culminates in February and March. Excellent practice

CAROLYN LILLIBRIDGE
Shorewood High School
Shorewood, Wisconsin

for the team is debating before the assembly audience. A variation of the traditional debate can be planned for this program to comply with time allotted for the assembly. (30-40 minutes in most schools). Using the contest proposition, both affirmative and negative teams are put on their mettle before such an audience, and invaluable experience is gained for the team as well as a stimulating and interesting program afforded the student body. If, at the close of the debate, the student chairman can open the debate to a forum, so much the better. This arouses the team to quick thinking and offers the student body an opportunity to participate. A caution in this instance is for the chairman to receive all questions from the audience and repeat the question to the particular debater who will answer. The chairman, aware of the time, brings the program to a close, as well. It has been found that this assembly arouses more interest in joining debate clubs than dozens of home room notices.

A variation of this idea might be inviting a near-by school to bring a team of two to participate in this program. The two schools may draw to find which will debate the affirmative or negative. A highly competitive and lively program ensues!

If your school does not enter debate contests but does participate in other forensic activities such as declamatory read-

ing or oratory—the same purposes are served in presenting these contestants before a student audience.

C. The One-Act Play Festival.

Presenting a contest one-act before an assembly gives the cast a feel of timing, tempo, and climax which cannot be substituted in rehearsal. If your school does not enter a contest, but presents a one-act play night for public performance, it is advisable and fun to prepare a one-act play for publicity for the play night which is NOT on the bill. This affords a greater number an opportunity to participate in plays and gives the audience a show they will not see the night of one-acts, but which will whet their appetites for those to come.

If your school participates in neither of these activities nor has an active drama department, why not present a one-act, anyway? There are many plays from which to choose—a variety of such scope as to fulfill almost any purpose or theme desired. By reading through some of the play catalogs, plays can be found which fit your particular facilities for settings and costumes, for cast size and characterization—as simple or intricate as your desire. Three of these catalogs are listed below:

Baker's Plays: 178 Tremont Street, Boston 11, Mass., or Denver 2, Colo.

Roe Peterson Plays: 1911 Ridge Avenue, Evanston, Ill., or 104 S. Lexington Avenue, White Plains, N.Y.

Samuel French: 25 West 45th Street, New York 19, N.Y.

II. A "Problem" Assembly.

Assuming that many schools give as many departments as possible a chance to participate during the school year—most of us will agree that for an entertaining and informative program the mathematics department has a formidable job. On the surface the mathematics program may appear too dull, too cut-and-dried to interest an audience, and thus, a movie or speaker is often brought in to fulfill the assignment. However, by teacher and student group working together, amazing things can be plotted for the math assembly. The script-writing group will find reams of material through simple research, and ideas for themes and scenes will quickly ensue. One idea used by such a group follows briefly:

A boy, not too "keen" on math is staying after school for special help with his algebra, geometry, or trigonometry as-

signment. He falls asleep when his teacher leaves for a few minutes. Mathematicians from ages past appear before him (in make-up and costume) and through lively conversation acquaint him with various facets of mathematics which they helped develop. A "human interest history" of mathematics is unfolded during this time. As one mathematician leaves another appears. Several of those appearing in this program were: Abram from Ur between the Tigris and Euphrates, who tells of a people who were traders and lawmakers, though they had no paper or pencils and thus made press marks into soft bricks. Theon from Old Greece, who tells how Pythagoras thought the universe was built on a number, and goes on to tell of finger counting, and the contribution Greece made to mathematics. Omar Khayam, who tells how algebra is an Arabic word meaning "the crossing over," because they learned how to simplify solving equations with the equality sign. Leonardo of Pisa, who tells of how crusaders carried Arabic numerals to Rome where they were urgently needed.

Various other people might appear; the point being to keep the conversation between the boy and the characters in the drama lively. At the close, the boy awakens when the teacher enters and surprises her with his sudden knowledge and interest. Another ending might be the boy convincing a fellow classmate that mathematics is the greatest contribution to civilization, or he may be working with renewed interest when his teacher returns. Any number of endings can be used, but it must be kept in mind that the close must be fast and not preachy.

By putting some of your activities to good use on the assembly calendar, it is hoped that your March will go out in more "lamb-like" style!



GOWNS

CHOIR
A CAPPELLA
ACADEMIC

25 Styles—6 fabrics to choose from. Send for FREE illustrated catalog.

National CHURCH GOODS SUPPLY COMPANY
831-93 ARCH STREET, PHILADELPHIA 7, PA.

News Notes and Comments

According to the **TSSAA News**, the first county-wide cheer leaders' clinic to be held in Tennessee occurred recently when the Alamo High School was host to its neighbors.

"Student Councils for Our Times," by Joe Smith, Ph. D., is a new book published by Bureau of Publications, Columbia University.

The University of Minnesota Department of Speech and Theatre Arts in co-operation with the Minnesota State High School League, the Minnesota Association of Teachers of Speech, and the Extension Division of the University of Minnesota presented a one-day Speech Activities Institute at the University on October 26 for Minnesota high school teachers who direct interscholastic speech activities.

One hundred and four high school speech directors attended the Institute.

A new academic-credit course, titled "School-Press Advisers Workshop," is being planned by Temple University's Journalism Department for its second semester schedule. Chiefly for in-service advisers, this laboratory course will provide practical training in supervising the publication of school newspapers, magazines, yearbooks, and handbooks. It will cover problems of personnel, writing, editing, illustrating, business, and graphic arts.

"Since pictures can make or break an annual, the photographer bears a heavy responsibility. To make his load lighter and, at the same time, to insure high quality photography for your yearbook, there are some secrets from which the staff can profit by using. But, behind it all, advance picture planning is the essential ingredient." This is the theme of "What to Do Till the Photographer Comes," by Harold Bishop, in the December number of **Photolith Yearbook**.

Junior High School Paper Winner of First Place Award

Competing with publications of other schools in a nationwide contest sponsored by the Columbia Scholastic Press Association, Columbia University, New York, **The Echo**, newspaper edited by the students of Central Junior High School, West Frankfort, Illinois, took first place.

The announcement of winners among the 1,300

papers, representing schools in nearly every part of the United States, marked the highlight of the three-day convention of the association in New York.

The Echo was entered in the class for duplicated newspapers of junior high schools having pupil registrations of 700 or less.

Consideration was given by the judges to such matters as make-up, typography, news content and features.

"Mr. Babson on Yearbooks"

An editorial in the December number of **The School Press Review** answers Columnist Roger Babson's criticism of present-day schools.

FM Not Dying

Predictions of the imminent death of FM broadcasting have been exaggerated, according to **Audio Engineering**, which reports that investigation shows that its popularity is increasing in certain areas.

One of the factors responsible for a revival of interest in FM is the poor sound of many TV sets. In Chicago one of the FM stations, **Zenith**, devotes practically all broadcasts to good music, almost entirely without commercials. Music teachers will want to do all that they can to encourage such FM broadcasts and to induce their pupils to listen to quality programs.—*The Instrumentalist*

The Reed Springs (Mo.) School reports receipts of more than \$1,000 from a school carnival for the second year in succession.

Principals' Group Approves Contests

The National Contest Committee of the National Association of Secondary School Principals has released the 1951-52 list of contests approved for schools. The list was published in the October issue of **The Bulletin**.

Principals are urged to follow the recommendations of the Contest Committee when choosing contests for student participation.

Ohio Leads in F.T.A.'s

Ohio had more FTA clubs than any other state according to Dr. Clyde Hissong, state director of education. There were 2,744 high school members in the 105 Ohio clubs of the FTA. Arkansas had 1,669 members in 82 clubs.

Students, Church Choirs Co-operate on "Messiah"

College and public school students combined with church choir groups in the cities of Charleston and Mattoon to present "The Messiah," the story of the birth of Christ, on Dec. 9 and 16.

More than 200 persons took part in the two presentations, the first of which was given in Mattoon on Dec. 9. Final performance was given at Eastern Illinois State College on Dec. 16.—Illinois Education

More than four million school children in Britain (two-thirds) may have a chance of video education by next fall, the BBC estimates. The first pilot program to a group of schools in Kent is planned for next summer. Half-hour (3-3:30 p.m.) programs from the studio or outdoor scenes are planned.—The Education Digest

All-State Band

The second annual All-State Band, sponsored by the South Dakota Bandmasters association of the South Dakota Music Association, is scheduled to be held in Sioux Falls, March 18-19. Dr. Frank Simon of the Cincinnati Conservatory of Music will be guest conductor again. There will be 150 students selected by auditions on February 9 from all over the state.—SDEA Journal

Man-Machinery

There are any number of countries as rich in human and natural resources as the U. S. The thing that makes the difference between abundance and poverty is the wise and efficient use of tools. Approximately 95% of our production energy is provided by tools. Only 5% represents animal and human energy.—W. G. Vollmer, pres., T. & P. Ry.—Quote

World Trade

In the interests of world trade, a new commercial telephone directory will be produced next year in English, French, Spanish, and German. It will be a single volume and will give complete details of rates for international phone calls. International Directory, 12 Sackville Street, London W.—Art & Industry (London)—Quote

"THE OLD SCHOOLMASTER"
Greeted You and solicits your orders for
MAGAZINE SUBSCRIPTIONS
Books, Music.—Catalogs Free. Quick Service!
"The Old Schoolmaster"
CHESTER W. COLLMAN
P. O. Box 726 Milwaukee, Wisc.

Information Regarding School Liability

In response to our request for information concerning Oregon's policy of liability for school accidents, Mr. Willard Bear, Secretary, State Advisory Committee of the Oregon State Association of Student Councils, sends the following summary of Oregon State Supreme Court decisions:

Oregon Supreme Court Decisions Regarding Liability of School Districts, Their Officers, and Employees

"Under our form of government, the conduct of the public schools is a governmental function. [Vestal et al. v. Pickering et al., 125 Ore. 553, 267 P. 821.]"

"A school district was not liable for injuries a pupil sustained while at play, during noon recess, by slipping from a ceiling joist and falling through ceiling of schoolhouse, since district was acting in a governmental capacity in its relation to pupil (Code 1940, Sec. 8-702.) [Ward v. School District No. 18 of Tillamook County, 157 Ore. 500.]"

"Counties and school districts are not liable in a civil action for damages for neglect of duty unless such liability is expressly imposed by statute. [Blue v. City of Union, 159 Ore. 5.]"

"Neither the school district, nor the directors thereof, are liable in the case of the death of a school pupil occasioned by an accident on the school grounds, since such district is an arm of the state and through its directors is engaged in performing duties imposed by statute for the public good. [Antin v. Union High School Dist. No. 2, 130 Ore. 461.]"


"In a minor's action against school district for negligence in maintaining radiator in gymnasium, the district was not liable for damages, for the reason that, in maintaining the building, it was acting in a governmental capacity. [Spencer v. S. D. No. 1, 121 Ore. 512, 254 P. 357.]"

"A school district in the operation of a bus is acting in a governmental capacity for the common good and neither the school district nor the school board (unless grossly negligent) is liable in the event of an accident to a pupil being transported. In case of gross negligence on the part of the bus driver, such driver may be subject to a claim for liability damage. [Rankin v. School Dist. No. 9, 143 Ore. 449.]"

Do you know that . . . In Washington a Subcommittee on Export Policies and Controls is working on statistics to determine how much we have spent in Europe since World War II. Estimates range from \$30,000,000,000 to \$93,000,000,000, but no figure has been set, as yet.—Trends

UNIFORMS

New Style Book showing
Uniforms IN COLORS. Also
special designing. Wonderful
line of samples. Write us first.
DeMoulin Bros. & Co.
1060 S. 4th St. Greenville, Ill.



How We Do It

GYM

The mere sight of the word "gym" turns eager readers' heads abruptly away. Until this year it did the same thing to me. Physical Education was one hour in the day completely wasted either by roasting in the hot sun or freezing while standing perfectly still in the winter months for roll call. How, I wondered, could anyone possibly enjoy running up and down the field, kicking a silly old ball and getting pushed and shoved around. But apparently many girls did enjoy speedball and all the other outdoor sports. Now, as I look back, I am thankful for the well-rounded program given the first two years, for it is the foundation and background for the electives during the last two years.

It was not until this, my junior year that "gym" took on any brightness whatsoever. The first two years here at Modesto High are spent in what we call regular physical education. Here, the girl has her year divided into four different sections or blocks, which include softball, basketball, speedball, hockey, and folk dancing. In her senior and junior years the girl is given a number of different sports as electives. She can go on with regular physical education, or if she would rather, there are several types of dancing classes which take in modern, folk, and special dancing. Then there are also classes in tennis, archery, and tumbling. No matter what you take during your junior and senior years, unless it is modified physical education, swimming is required for four weeks in our new, modern swimming pool.

I chose, this year, the class in Special Dance. In this we learn various tap, folk, modern, and ballroom dances the first semester. The second half, we divided into groups of from twelve to fifteen, and concentrate on one type of dancing. Throughout the entire year we are preparing ourselves for the climax of all our work and learning—the annual Dance Concert given sometime during May. All upper division dancing classes are allowed to participate in this gay festival.

This year the theme of our concert is "Around the World in Dance." The particular group with which I am participating has chosen China as their topic. We made up our own story and the movements to fit it. All work in this and other dance classes is creative and as much as possible, original.

Besides the regular school program, we have

a very important extra-curricular activity known as the G.A.A. or Girls' Athletic Association. All their sports are enjoyed after school hours.

So you see, if your school offers you a rounded schedule in physical education, you, too, can enjoy having that fun you have missed thus far in your regular classes. Make sure you find out all the activities available to you at your school. There will be some who never realized that such classes were open to them. In this way you can have fun in physical education, even though you do not care for those vigorous outdoor games.—Joanne Bennetts, Modesto High School, Modesto, Calif.

THE BOOK WEEK PLAY (AGAIN?)

Again it was time for the Book Week Play. This year, an Oral Expression Class and a Social Living class had been combined and this was the class chosen to present the play. Fine, except some of these people did the Book Week play last year and after receiving some fame, had decided to retire from the theatre. This was the atmosphere in the room when I announced, with a broad smile, that we had been chosen. The folded arms and resigned looks were enough to cause cold chills, even in the balmy weather of Southern California.

Of course, the teacher must get a discussion started if the class is to create a play and use the library for references as part of the Social Living class. The actual producing would go on in Oral Expression.

With the feeling of a person going down for the third time, it seemed necessary to inflate the ego. I began to enumerate the reasons for our selections to this honor. I watched the faces to see if some inner thought were producing a glow which might become bright with a question. A hand unfolded and I looked for a bright light. With dread I recognized a scowling Pinocchio of last year.

"Do we have to use a play from a library book?"

(Ah, that was simple!)

"What would you suggest?"

Suddenly an arm waved like a flag.

"Could we write our own play?"

(Thank goodness, I won't have to dust off those plays of 1920.)

The group was not yet entirely sold. Too many of them feared the pencil that made letters

instead of racing cars. Still more questions began to come. Could we use Robinson Crusoe, Pocahontas, Long John Silver? How about Moby Dick? (I looked doubtful; we have a small stage.) Soon the room was alive with hands and the play was formed.

At this point, I could hear small discussion groups becoming vehement as to whether Long John Silver said ye or you; whether Nancy Drew wore a dress or a skirt and sweater. These questions came to the teacher, the constant reference, I confessed ignorance and with a shifty look in the direction of the library, suggested that there is a place that can solve such questions. For days afterwards, I found students paging desperately through **Mutiny On The Bounty** and the fashion designs of 1850.

With all the enthusiasm, it was not difficult to get different divisions organized. Some considered themselves authorities on **Uncle Tom's Cabin**, while many of the girls knew exactly what Eva and Topsy would wear. We needed electricians and a stage crew. The make-up experts studied pictures. Lastly, we needed a cast. Some of the people were so busy with other details that they were soon eliminated. Others had held out all along for certain parts. We had

try-outs which were judged by members of the class.

It was with an air of satisfaction that the costume committee patted Betsy Ross' dress when she went on stage—but not until her eyebrows had been smoothed by the make-up crew. The electricians were on their toes every minute. The prompters got everyone on the stage and off on time. The actors put on a real show.

The little I said in praise was nothing compared to the self-satisfaction which gleamed on the playmakers' faces when they congratulated the actors on their interpretation. The actors in turn thanked the stage and make-up crew for their aid. There was great rejoicing back stage as they laughed and cheered.

"We did it, we did it!!"—Priscilla Brambila, Lindbergh Junior High School, Long Beach, Calif.

A HIGH SCHOOL CONSERVATION CLUB

Conservation Club work in Frankfort came about from a suggestion of one of the students. Located on the shores of Lake Michigan in the northern deer hunting area, we have a high percentage of pupils who annually hunt deer as well as take part in other hunting and fishing activities. Some years ago three students were injured in gun accidents during the deer season, all of which were caused by carelessness.

The thought occurred to a student in one of the high school conservation classes that if the work of conservation could be spread to students who did not have the opportunity to include conservation in the course of study, that something might be done to influence a great many students to think a lot more about conservation. Consequently, a club was organized, and probably due to the influence of the club, there has not been a student injured in a gun accident in the last four years.

Originally organized to meet a specific problem, the club has broadened its objectives to include the broader aspects of conservation. Frankfort teaches a high school course in conservation that meets daily for thirty-six weeks each year and the students from this class form a nucleus for the club both in membership and in providing background and good leadership for the club's

COSTUMES
by **EAVES**

Costume rentals to churches, schools, colleges and organizations everywhere. 100,000 costumes in stock—promptly available at very moderate rates.

A Famous By-Line of the Theatre!

Complete productions or any part thereof. You name the play or list of requirements—we send full information without obligation.

EAVES
COSTUME COMPANY

Eaves Building
151 WEST 46th ST. • NEW YORK 19, N. Y.
Established 1870

CAPS and GOWNS

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel.

DeMoulin Bros. & Co.
1025 S. 4th St. Greenville, Ill.

could be stated as follows:

1. To provide an opportunity for each student to form good out-of-school habits and attitudes toward conservation.
2. To create and maintain an interest in conservation among other high school students.
3. To serve the broad aspects of conservation.
4. To provide an opportunity for certain students to promote and develop his own special interest in the field.
5. To have fun.

Meetings are held monthly and are limited to one hour and thirty minutes and the club is patronized by both boys and girls. The club, unlike most adult "Sportsman Clubs," discusses all phases of conservation from control of the deer herd to the soil erosion in the nearby sand dunes or landscaping someone's home. Only one topic is discussed each evening from a list which is voluntarily submitted by members who have problems in which they are interested. The business meeting consumes fifteen minutes, the discussion forty minutes, and thirty minutes are allotted to lunch or social activities. All meetings are adjourned at 9:00 p.m.

The success of the Club depends upon the ability of the sponsor and the membership to activities. Very briefly the objectives of the club

keep the club and its activities functional, practical, and non-academic. While a certain amount of research is necessary for the discussion part of the meeting, it is imperative that it be "real" and that it grow out of a need. A report just for the sake of giving a report is "taboo." An occasional speaker such as the local game warden, or some person who can demonstrate care and use of fire arms or who can help on a landscape, game, or soil control problem will enliven the meeting. However, it should be made certain that when a speaker is called in he should be called in as a resource person to assist in the solution of an adopted club problem not merely brought in to "give a program."

A last bit of advice on the operation of a Conservation Club is to keep all club projects of short duration as the span of interest of the average student is generally short. Open and close meeting on time and don't forget that youth must have some fun.—Arthur L. Richter, Superintendent, Public Schools, Frankfort, Mich.

SCIENTIFIC DATA ON MARINE BIOLOGY

Commercial attractions today are recognizing more and more the value of co-operating with schools in their extra-curricular activities.

A pointed example is Marine Studios at Marineland, Florida, which currently is assisting schools and is making extensive queries as to how the attraction can further aid in presenting educational programs.

Recognition of the value of school co-operation was instituted when the turnstiles of Marine Studios counted nearly 4,000 students in a single month in 1950. They traveled to Florida from eleven states to see our marine life exhibition.

Doing its share of winter and summer tourist business, the officials of Marine Studios sought means to help schools with their extra-curricular policies and field trips. The first step was to reduce the price of admission to high school students.

Marine Studios, in collaboration with the St. Augustine Historical Society, owners of the Old-est House, and the St. Augustine Alligator Farm, publishes a special folder announcing special inducements and sends it to every school in the Southeastern States.

The operators of the Marineland attraction also have written all high schools in Florida inviting them to offer suggestions as to what may be done to aid in the school program, particularly in marine biology. Marine Studios further makes its scientific staff available, upon request, for lectures and special tours.

Marine Studios itself is a scientific educa-

BUILD . . . BETTER Your High School Speech and Drama Activities

12 benefits for you, your students and your School-Community relations. Here is an educationally sound incentive tool that can help you.

- Strengthen your School-Community relations and activities.
- Build esteem for all speech activities in your school.
- Encourage better classroom speech and oral reporting.
- Reward students for oral GROWTH as well as talent.
- Apply to ALL STUDENTS in the high school.
- Help students to plan and execute educationally sound extra-curricular oral programs—minimum effort by you.
- Apply to all four years, helping to develop good speech habits on a day-to-day basis.
- Provide current information on public speaking, drama, debate club meeting activities in other high schools.
- Provide a flexible incentive tool that fits your local situation—conserves your time.
- Help parents understand the need for good oral communication.
- Give national recognition (which helps you locally) for good speech progress made in your high school.
- Identify your school with a 12-year-o'd national program that encourages GROWTH as well as talent in oral communication.

Ask about Masque & Gavel Society's national SPEECH FOR USE classroom and extra-curricular achievement program. Successfully proved. Educationally sound. Tailored to your needs. Academically stimulating. Write:

MASQUE & GAVEL
Northwestern University

P. O. Box 822 Evanston, Ill.

tional attraction, although designed primarily as an underwater motion picture studio. It is called an oceanarium and is unlike an aquarium since its marine specimens are not segregated, but live together much as they do in the open sea. Here the student may observe underseas life through 200 conveniently arranged ports.

When large school groups visit Marine Studios, a special feeding program is conducted upon advance request. Usually one of the students is selected to serve as guest feeder and to coax one of the porpoises to jump from the water to accept food from his hand. "Jumpmaster" certificates are awarded to the guest feeders.

It also is a policy of Marine Studios to interview the leader of each school group and to obtain the names of the students. A newspaper article regarding their visit is sent back to the hometown newspaper.

For those who are unable to make the trip to Florida, Marine Studios maintains a free motion picture library of 16mm sound and silent productions. These have been sent to schools in virtually every one of the States.

An illustrated lecture, using color 35mm slides, also is made available by Marine Studios without charge.

More extensive service to schools is being planned for the future.—John W. Dillin, Director of Public Relations, Marine Studios, Marineland, Fla.

ARE COMMENCEMENTS BUNK?

(Continued from Page 195)

and was vehemently biting her lips to keep from bursting into tears right there before everybody!

A Time of Joy and Sadness

No high school graduate will fail to understand her feeling. High school commencement is a time of joy, with a hint of sadness, and it is not waxing sentimental to declare that it ought to be made a red-letter event, when the emotions are kindled, the intellect stimulated, and the volition given an enduring impetus.

RED LETTER DAYS

Nellie Zetta Thompson

New 16 pp. pamphlet series issued each of ten school months.

A package-program of activities for special days and weeks.

Price only 35c each or 3 for \$1.00. Complete series—\$3.00.

Marketing Research Services, Inc.
Rm. 619—2300 Connecticut Ave., N.W.
Washington 8, D.C.

Comedy Cues

Modern Youth

Officer (to man pacing sidewalk at 3 o'clock in the morning): What are you doing here?

Gentleman: I forgot my key, officer, and I'm waiting for my children to come home and let me in.—Wisconsin Journal of Education

Ogre?

Principal: Is the new portrait of your director life-like?

Trumpeter: Is it ever! I jump every time I see it.

It Made the Children Shriek

A teacher whose spelling's unique,
Thus wrote down the days of the wique:

The first he spelt "Sonday,"

The second day, "Munday"—

And now a new teacher they sique.

—Texas Outlook

This List of NEW ELDRIDGE PLAYS are only a few of many excellent new Comedies and Dramas published this year.

You will find the full description of these new plays in the 1952 **FREE Eldridge Catalog**.

- MARRIAGE IS MURDER—4 M-6 W
- PANIC IN A PULLMAN—7 M-7 W
- THE WOMAN CALLED "X"—3 M-4 W
- BACHELOR BAIT—4 M-5 W
- MAIL ORDER MARY—4 M-6 W

One-Act Plays

- KINGDOM FOR ONE—2 M-3 W
- MIND OVER MUMPS—2 M-4 W
- AUGIE EVANS, PRIVATE EYE—2M-5W

Eldridge Publishing Co.

(For your convenience, two locations)

Franklin, Ohio

Denver 2, Colorado

EDUCATIONAL READING GUIDE

Serving the Schools of the Nation

- ➞ Educational and Cultural Periodicals
- ➞ Special Educational Rates
TEACHERS • SCHOOLS • LIBRARIES
- ➞ Subscriptions Serviced for All Terms at
LOWEST AUTHORIZED PRICES

WRITE FOR YOUR COPY
of the
NEW EDUCATIONAL READING GUIDE
and
MAGAZINE PRICE LIST

•

Send All Subscriptions to:

**EDUCATIONAL READING
SERVICE** Operated by
 BLACK MAGAZINE AGENCY
Logansport, Indiana

So Useful It's in Its 8th Printing!

There's a good reason why SOCIAL-STUDIES SKILLS is used in so many thousands of 7th, 8th, and 9th grades that it is now in its eighth printing. These schools have found that it's a paying investment for more efficient student work in the social-studies classroom—and that it has carry-over values in many subjects.

SOCIAL-STUDIES SKILLS offers a systematic way of teaching the 20 basic social-studies skills, and a systematic plan for checking on pupil achievement in each skill. The 20 skills units—all in one book—improve pupil work in the social studies; increase the number of useful skills taught; and relieve teachers of endless detail. Chances are you have an examination copy in the school. If you have, now's the time to order a quantity for use in 1952. If you haven't, order your approval copy today!

SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

By FORREST E. LONG and HELEN HALTER

Directions, Practice Materials, Tests, and Retests on 20 skills:

- | | |
|--|---|
| 1. How to Use Parliamentary Procedure | 11. How to Use an Index |
| 2. How to Understand Social-Studies Reading | 12. How to Use <i>The World Almanac</i> |
| 3. How to Use an Encyclopedia | 13. How to Locate References on a Topic |
| 4. How to Make an Honest Report | 14. How to Read Simple Graphs |
| 5. How to Use a Dictionary | 15. How to Read Pictorial Graphs and Maps |
| 6. How to Use a Map | 16. How to Read Percentages, Estimates, and Figures |
| 7. How to Use an Atlas | 17. How to Outline Social-Studies Material |
| 8. How to Do Committee Work | 18. How to Prepare a Good Report |
| 9. How to Take Part in a Social-Studies Discussion | 19. How to Give an Oral Report |
| 10. How to Use the Library Card Catalogue | 20. How to Make a Written Report |

—30-day approval—List price \$1.75—

Net professional price, with key, \$1.40

4-29 copies, including keys, \$1.23 each, net

30 or more copies, \$1.05 net each, keys 8c each

INOR PUBLISHING CO. 207 Fourth Ave.
New York 3